DOCUMENT RESUME

ED 464 569 HE 034 885

TITLE	The NSSE 2000 Report: National Benchmarks of Effective Educational Practice. National Survey of Student Engagement: The College Student Report.
INSTITUTION	Indiana Univ., Bloomington. School of Education.
SPONS AGENCY	Pew Charitable Trusts, Philadelphia, PA.; Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA.
PUB DATE	2000-00-00
NOTE	53p.; For the 2001 report, see HE 034 884. Cosponsored by Pew Forum on Undergraduate Learning. Administered by Indiana University Center for Postsecondary Research and Planning with Indiana University Center for Survey Research and National Center for Higher Education Management Systems.
AVAILABLE FROM	For full text: http://www.indiana.edu/~nsse.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Benchmarking; *Educational Experience; Higher Education; Participation; Student Attitudes; Student Surveys; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS	*Student Engagement

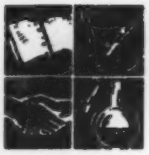
ABSTRACT

The National Survey of Student Engagement (NSSE) annually collects information from undergraduate students about the quality of their education. In this first year of the survey, more than 63,000 first-year and senior students from 276 colleges and universities answered questions focusing on the extent to which they participate in proven educational processes that contribute to successful outcomes. Questions are clustered around five benchmarks of effective educational practice: (1) level of academic challenge; (2) active and collaborative learning; (3) student interactions with faculty members; (4) enriching educational experiences; and (5) supportive campus environment. Findings make it apparent that 4-year colleges and universities differ considerably in terms of the quality of the undergraduate experience they offer and their expectations for student performance. Student engagement varies, but, in general, students in small colleges are more engaged than those in larger institutions. Every sector of higher education includes some institutions that can model effective educational practice for their peers. Some types of students are more engaged than others, but these differences are not generally the result of gender, race, or ethnicity, but more likely to be the result of full- or part-time status, campus residence, and status as a senior or freshman. Eight appendixes contain information about participating institutions, survey methodology, and a copy of the survey. (Contains 11 figures and 7 endnotes.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 569

HE



National Survey of Student Engagement

The College Student Report

The NSSE 2000 Report:

National Benchmarks of Effective Educational Practice

Supported by a grant from The Pew Charitable Trusts

Cosponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Carini

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

HE034885

Errata

NSSE 2000 Report:
National Benchmarks of Effective Educational Practice

1. Page 2: In the first sentence of the second column, the words "colleges and universities" are erroneously repeated twice.

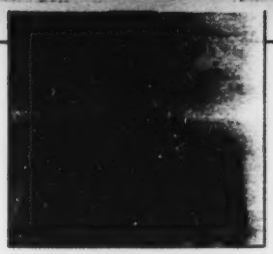
2. Page 39, Appendix D, Note [a] should read:

   Top tier includes the highest scoring 40 institutions on the number of long (20 or more pages) and short papers (less than 20 pages) written during the current academic year and how often they rewrote papers and assignments before turning them in. The bottom tier includes the lowest scoring schools. The numbers may not add to 40 for each column, as some schools are not assigned to one of the five institutional types used in this report.

3. Page 39, Appendix F, Note [a] should read:

   Top tier includes the highest scoring 40 institutions on the number of students who did community or volunteer service and how frequently they participated in a community-based project as part of a regular course. The bottom tier includes the lowest scoring schools. The numbers may not add to 40 for each column, as some schools are not assigned to one of the five institutional types used in this report.

4. Page 40: Under Master's Institutions, Loyola should be "Loyola College of Maryland" and not Loyola University of Maryland.



The NSSE 2000 Report:

National Benchmarks of Effective Educational Practice

Table of Contents

ii Foreword

iv Acknowledgments

1 A New Approach to Measuring College Quality: The National Survey of Student Engagement

3 Effective Educational Practices: An Untapped Dimension of Quality

5 Summary of Major Themes

11 National Benchmarks of Effective Educational Practice

24 Using *NSSE 2000* Findings for Improvement and Accountability

26 Conclusion

27 National Advisory Board and Technical Advisory Panel

28 Notes

31 Appendices

31 A. List of *NSSE 2000* Colleges and Universities

33 B. Student Responses to Benchmark Questions from ***The College Student Report***

38 C. *NSSE 2000* National Benchmark Percentiles and Statistics

39 D. Writing-Intensive Colleges and Universities

39 E. Intellectually Challenging Colleges and Universities

39 F. Civic-Oriented Colleges and Universities

40 G. Identifying Potential Exemplars

41 H. ***The College Student Report***

Foreword

An Invitation for Reflection and Discussion

A small, lovely lake occupies the center of Beijing University's campus. Irregular in shape, its rocky shores create an oasis of serenity at the heart of this bustling institution. The lake has a special characteristic: there is no point along the shore from which an observer can see the entire lake. To see all of it, one must move from one vantage point to another, looking carefully, taking note, and then moving on. So it is with what universities teach, learn, and investigate: those matters worth knowing well are rarely understandable from a single perspective, but finding a new vantage point can be remarkably illuminating.

In December of 1999, The Pew Charitable Trusts awarded a $3.3 million grant to Indiana University to launch the National Survey of Student Engagement (NSSE). In addition to establishing a National Advisory Board and a Technical Advisory Panel to guide the NSSE project, the Trusts asked our two organizations—The Pew Forum on Undergraduate Learning and The Carnegie Foundation for the Advancement of Teaching—if we would be willing to sponsor the NSSE and help interpret its findings to the academy and to the American public.

We enthusiastically agreed to do so, believing that the NSSE has tremendous potential for improving the quality of undergraduate education. When we reviewed the final draft of this report, we were more certain than ever that this is true. Like moving to new views of the lake at Beijing University, this report offers a new vantage point from which to view the performance of our colleges and universities.

First of all, this report marks the public unveiling of a new diagnostic tool. Just as the MRI and other new medical instruments enable doctors and patients to see new dimensions of the human anatomy, the NSSE report reveals to educators and students a new picture of the anatomy of our higher education institutions. For years, judgments about the quality of colleges and universities have turned on evidence about the *resources* institutions have assembled (students with high entering SAT scores, faculty with impressive credentials, libraries with extensive holdings, etc.) and the *reputations* those institutions enjoy. But as we all know, students can be surrounded by impressive resources and yet rarely encounter classes or other activities that authentically engage them in learning. The *NSSE 2000 Report* reveals whether and how institutions are actually *using* their resources to provide deep, meaningful learning experiences as reported by the students themselves.

Every campus participating in this survey received a confidential institutional report, detailing where it stands on each survey question relative to its peer institutions and to all institutions participating in the survey. Each campus can now use the evidence from *NSSE 2000* as a catalyst for institutional improvement.

But that's not all. For this report, the NSSE staff has clustered the responses on individual survey items into five areas of practice that are important to student learning everywhere. Using these clusters of responses, we have a snapshot of the *extent* of student engagement in five areas of effective practice for a national sample of four-year colleges and universities. What are

colleges and universities expecting of their students in terms of homework, the amount of assigned reading and writing, and the nature of intellectual tasks that students are asked to perform? How engaged are students in various forms of active learning? How often do students interact with their professors? The answers to these and other important questions, as experienced by the students themselves, are all here.

We need several more years of data to be certain about the stability of these findings within institutions. Some measures may vary from class to class or from program to program. Some student behaviors may respond to direct institutional initiatives, while others may have more to do with student body characteristics, institutional missions and size, or pedagogical approaches.

The important point is that this report offers an initial set of benchmarks that reflect current college practices as reported by first-year and senior students themselves. Thus, we have for the first time some baselines for measuring improvement. Some of the evidence is pleasing, some distressing. Rather than pounce on these data for either boasting or bashing, we should consider them as starting points for discussions of what should be changed and what our standards really should be. For years, those controlling the incentives that might lead to such improvement—accreditors, policymakers, and the media—have had little more than input measures on which to base their discussion of quality. Tools like the NSSE report can help reframe questions about educational effectiveness and accountability in ways that go beyond resources and reputations.

In short, this report presents a magnificent opportunity to refocus our attention on aspects of college quality that really matter to student learning. And it has come along just in time. The landscape of higher education is rapidly changing. As college becomes ever more indispensable for ordinary Americans, pressures for accountability are building. Competition is increasing and new providers are entering the higher education marketplace. But what will colleges and universities be accountable for? On what basis will they compete? The more that institutions of higher education take into account the kind of evidence the NSSE provides, the better off our students will be.

Russell Edgerton
Director
The Pew Forum on Undergraduate Learning

Lee Shulman
President
The Carnegie Foundation for the Advancement of Teaching

The *NSSE 2000 Report* reveals whether and how students are actually *using* their institution's resources to provide meaningful learning experiences.

Acknowledgments

Many people contributed to the preparation of this report. Russell Edgerton of The Pew Forum on Undergraduate Learning and Peter Ewell of the National Center for Higher Education Management Systems helped shape its format. They also made excellent suggestions on various drafts, as did Tom Ehrlich, Alex McCormick, and Lee Shulman of The Carnegie Foundation for the Advancement of Teaching; Michele Seidl of The Pew Trusts; Bill Tyson of Morrison & Tyson Communications; and John Kennedy of the Indiana University Center for Survey Research. Kennedy and his staff also deserve kudos for their superb work in collecting the survey data. Colleagues at the Indiana University Office of Publications were most helpful and patient in moving the report from draft to printed copy.

Special thanks are due to the enormously productive staff of the National Survey of Student Engagement (NSSE) at Indiana University, who skillfully managed every challenge in order to successfully launch the project and to carefully analyze the *NSSE 2000* data. They include project manager John Hayek, assistant project manager and research analyst Judith Ouimet, research analysts Robert Carini and Robert Gonyea, and project associates Brian Bridges, JoAnne Bunnage, and Patrick O'Day. Rachel Hurst, Christina Comerford, Michael DiLisio, Yuanling Chen, and Melanie Smith provided staff support. In addition, Lamont Flowers helped with some of the data analysis during a summer faculty fellowship assignment, and Shaoqing Li did an exceptional job designing the Web version of the survey.

We gratefully acknowledge The Pew Charitable Trusts for its support and The Pew Forum on Undergraduate Learning and The Carnegie Foundation for the Advancement of Teaching for their sponsorship of the survey and this report.

Finally, we salute the 276 colleges and universities that accepted the invitation to learn more about the student experience on their campuses and to advance the national conversation about collegiate quality. Their participation in the inaugural administration of this annual survey, along with the 63,000 students who answered the questions, reflect the spirit of cooperation, commitment, and goodwill that is needed from all corners to improve student learning and collegiate quality.

George D. Kuh
Professor and Director
National Survey of Student Engagement
Center for Postsecondary Research and Planning
Indiana University Bloomington

A New Approach to Measuring College Quality: The National Survey of Student Engagement

What makes for a good college? And how can we tell?

News magazines rank colleges and universities using everything from student entrance exam scores and faculty–student ratios to library holdings and alumni giving. Interested parties like family members and legislators freely share personal experiences and anecdotes, while accreditors and other groups focus on organizational arrangements and resources. This kind of information reveals some useful insights about collegiate quality but doesn't tell us much about what's most important to student learning—whether an institution's programs and practices are having the desired effect on students' activities, experiences, and outcomes. Moreover, knowing the size of a school's endowment or students' average test scores is not much help to faculty members and administrators who are committed to improving the undergraduate experience.

Assuring that students and society get what they need from higher education has never been more important. An information-based economy and increasing reliance on technology make it imperative that undergraduates obtain the knowledge, skills, and competencies required to live productive, economically self-sufficient, and civically responsible lives. The task is especially challenging because students today are different in almost every way from their counterparts of just two or three decades ago, including their academic preparation and social and economic backgrounds. Where and how they pursue their education have changed, too, as more than half of all undergraduates attend two or more institutions on their way toward a bachelor's degree. A growing fraction takes classes from multiple institutions simultaneously.

Institutions of higher education need valid, credible, and usable information about the undergraduate experience so that administrators, faculty members, and others can see how their students stack up against those at institutions with similar missions and academic programs. The National Survey of Student Engagement (NSSE) was designed with this purpose in mind. This report summarizes the findings from the inaugural administration of the NSSE in spring 2000.

Knowing the size of a school's endowment or students' average test scores is not much help to faculty members and administrators who are committed to improving the undergraduate experience.

What Is the NSSE?

The National Survey of Student Engagement annually collects information directly from undergraduate students about the quality of their education. The NSSE is part of an umbrella of initiatives funded by The Pew Charitable Trusts to strengthen institutional responsibility for student learning by exploring new dimensions of collegiate quality and promoting public accountability. The groundwork for the NSSE project was laid almost three years ago, though some educational leaders and scholars have championed its conceptual underpinnings for decades.

The NSSE differs from other efforts to estimate collegiate quality in several very important ways. The NSSE survey instrument, ***The College Student Report***, was designed by national assessment experts.[1] It focuses squarely on the teaching and learning activities that personally and intensely involve all types of students at all types of colleges and universities. When students read more, write more, and interact more in positive ways with their teachers and peers, they gain more in terms of essential skills and competencies, such as critical thinking, problem solving, effective communication, and responsible citizenship.

The questions in ***The College Student Report*** focus on student engagement: the extent to which students participate in the proven educational processes that contribute to the outcomes.[2] Most academic leaders and faculty members agree that these are the right kinds of questions to ask about the undergraduate experience. Equally important, the results can be used immediately to improve student learning.

The information comes directly from currently enrolled students who are at two key points in their undergraduate program: near the end of the first year of college and just before graduation. Parents and prospective students especially want to know about the first year of college because laying the right foundation is critical for completing a degree. Hearing from seniors is important, as they've had the most exposure to college and are in the best position to judge the overall baccalaureate experience. An independent survey research organization collects the data, guaranteeing reliable results for all participating institutions.

More than 63,000 randomly selected undergraduates from 276 colleges and universities colleges and universities filled out ***The College Student Report*** in spring 2000. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions that chose to participate are similar in most respects to the universe of four-year schools (Appendix A).[3]

The results are presented in the form of national and sector benchmarks. For years, various kinds of organizations have used "industry standard" benchmarks to periodically evaluate their processes and products in order to identify relative strengths and weaknesses and to find ways to improve. Colleges and universities also need valid, reliable data to compare their performance against similar types of institutions. Indeed, for decades institutions of higher education have looked to peers to get a sense of how well they are doing, though they rarely share this information publicly. The benchmarks of effective educational practices in this report provide a revealing, informative snapshot of many important dimensions of the undergraduate experience and promise to help frame and advance future discussions about how to improve collegiate quality.

The results of the *NSSE 2000* survey can be used immediately to improve student learning.

Effective Educational Practices: An Untapped Dimension of Quality

The NSSE's *College Student Report* asks students about their educational activities and backgrounds (Appendix H). Forty questions from the survey capture many of the most important aspects of the student experience that contribute to learning and personal development. We assigned each question to a cluster of similar activities to develop five national benchmarks of effective educational practice (Appendix B).

Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten questions from *The College Student Report* correspond to integral components of academic challenge that represent the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. Specifically, these questions are related to:

- Preparing for class (studying, reading, writing, rehearsing)
- Reading and writing
- Using higher-order thinking skills
- Working harder than students thought they could to meet instructors' standards
- An institutional environment that emphasizes studying and academic work

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings. And when students collaborate with others to solve problems or master difficult material, they acquire valuable skills that prepare them to deal with the messy, unscripted problems they will encounter daily during and after college. The seven survey questions that contribute to this benchmark are about:

- Asking questions in class or contributing to class discussions
- Making class presentations
- Working with classmates outside of class to prepare class assignments
- Working with other students on projects during class
- Tutoring or teaching other students
- Participating in community-based projects as part of regular courses
- Discussing ideas from readings or classes with others

The five national benchmarks:

Level of academic challenge

Active and collaborative learning

Student interactions with faculty members

Enriching educational experiences

Supportive campus environment

Student Interactions with Faculty Members

In general, the more contact students have with their teachers the better. Working with a professor on a research project or serving with faculty members on a college committee or community organization lets students see first-hand how experts identify and solve practical problems. Through such interactions teachers become role models, mentors, and guides for continuous, life-long learning. The six questions used in this benchmark are about:

- Discussing grades or assignments with an instructor
- Talking about career plans with a faculty member or advisor
- Discussing ideas from readings or classes with faculty members outside of class

- Working with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Getting prompt feedback on academic performance
- Working with a faculty member on a research project

Enriching Educational Experiences

Educationally effective colleges and universities offer a variety of learning opportunities inside and outside the classroom that complement the goals of the academic program. One of the most important is exposure to diversity, from which students learn valuable things about themselves and gain an appreciation for other cultures and ways of living.[4] Technology is increasingly being used to facilitate the learning process and—when done appropriately—can increase collaboration between peers and instructors, which actively engages students in their learning. Other valuable educational experiences include internships, community service, and senior capstone courses that provide students with opportunities to synthesize, integrate, and apply their knowledge. As a result, learning is deeper, more meaningful, and ultimately more useful because what students know becomes a part of who they are. The 11 questions from the survey representing these kinds of experiences are about:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in:
  - internships or field experiences
  - community service or volunteer work
  - foreign language coursework
  - study abroad
  - independent study or self-designed major
  - co-curricular activities
  - a culminating senior experience

Supportive Campus Environment

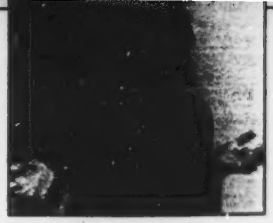
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. The six survey questions contributing to this benchmark describe a campus environment that:

- Helps students succeed academically
- Helps students cope with non-academic responsibilities (work, family, etc.)
- Helps students thrive socially
- Promotes supportive relations between students and their peers, faculty members, and administrative personnel and offices

Creating the Benchmarks

The five benchmarks indicate the state of student engagement at different types of institutions and by different types of students at one point in time—Spring 2000. The benchmarks were created on equal 100-point scales. We summed the student responses to the questions contributing to each benchmark and multiplied the summed student responses so that 0 is the lowest score and 100 the highest score. This makes it easier to compare student performance across institutional sectors, types, size, and so forth.[5]

Although we will describe the five benchmarks of educational practice separately, the greatest impact on student learning results when these benchmarks are considered together to create a clearly defined set of learning and personal development objectives established by the institution. This is because students who are engaged at a reasonable level in all areas gain more than do those who are engaged in only one or two areas. Indeed, educationally effective colleges and universities score above average on all five benchmarks in a manner that is consistent with their mission and students' aspirations and educational goals.



Summary of Major Themes

In this section we discuss five major themes that characterize student engagement from the vantage point of the *NSSE 2000* results. We can't capture all the meaningful aspects of the undergraduate experience with one year of data from a single survey instrument. Nonetheless, we are confident that the highlighted differences between types of institutions and students are all large enough that they represent *real differences* in the nature and quality of those effective educational practices measured by the survey.[6] That is, knowledgeable observers and prospective students would likely draw similar conclusions after talking with currently enrolled students, faculty members, and others about the campus climate for learning and the various educational activities in which students are involved.

Colleges and universities differ from one another in terms of educational missions, academic programs, and settings, as well as in the characteristics of their students. Institutional size is a good example of how institutions differ. The undergraduate enrollments of *NSSE 2000* schools range from fewer than 200 students to almost 37,000. These and other institutional differences are important to keep in mind when considering educational effectiveness, especially at schools committed to serving students from a broad spectrum of academic, social, and economic backgrounds. Similarly, categorizing students (younger and older, full-time and part-time) obscures considerable diversity and assumes that students in these categories are more alike than they actually are, or that they view their college experiences in similar ways, which is not always the case.

The framework we use to examine student engagement across different types of colleges and universities is the *Carnegie 2000 Classification of Institutions of Higher Education*. The Carnegie 2000 schema assigns accredited, degree-granting institutions of higher education to one of six major categories: doctorate-granting institutions, master's degree-granting colleges and universities, baccalaureate colleges, associate degree-granting colleges, specialized institutions, and tribal colleges and universities. These categories are further divided into 18 subcategories. Except for a handful of specialized four-year institutions and one baccalaureate associate-granting college, the majority of *NSSE 2000* colleges and universities fall into six of the subcategories. Two of the subcategories represent doctorate-granting universities: doctoral/research–extensive and doctoral/research–intensive. In the discussion we will refer to these institutions as doctoral–extensive and doctoral–intensive universities. Though master's colleges and universities have two subcategories (I and II), they are combined into a single master's group for this report because relatively few master's–II colleges participated in *NSSE 2000*. The final two categories are colleges focused primarily on undergraduate education, the baccalaureate–liberal arts and baccalaureate–general institutions. To distinguish between these two types of schools we refer to them as liberal arts colleges and general colleges, even though schools in the latter category also offer degrees in liberal arts majors. The categories are briefly described in Figure 1.

Institutional differences are important to consider regarding educational effectiveness, especially at schools committed to serving students from a broad spectrum of academic, social, and economic backgrounds.

Figure 1: Carnegie 2000 Classification of Institutions of Higher Education participating in *NSSE 2000**

Doctoral/Research Universities–Extensive

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines.

Doctoral/Research Universities–Intensive

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Master's Colleges and Universities I

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually across three or more disciplines.

Master's Colleges and Universities II

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate Colleges–Liberal Arts

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award at least half of their baccalaureate degrees in the liberal arts.

Baccalaureate Colleges–General*

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award fewer than half of their baccalaureate degrees in liberal arts fields.

Source: *Carnegie Classification of Institutions of Higher Education, 2000 Edition.* (2000). Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.

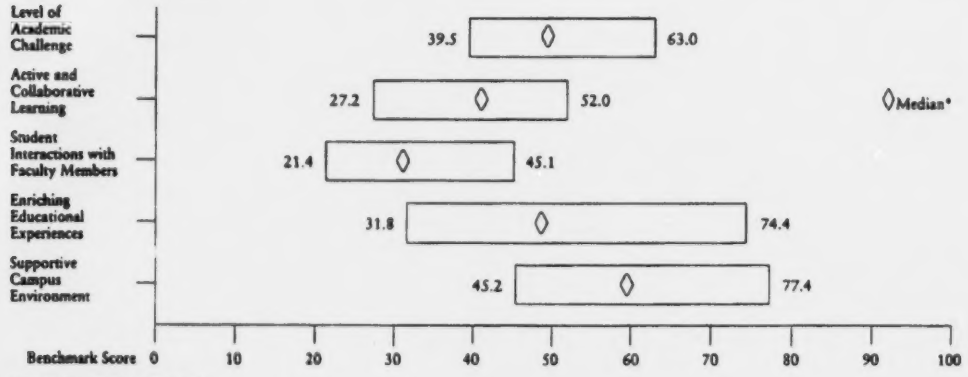
*Not all Carnegie 2000 classifications are listed. One *NSSE 2000* institution assigned to the baccalaureate colleges–general category is classified as a baccalaureate–associate college in the Carnegie 2000 schema.

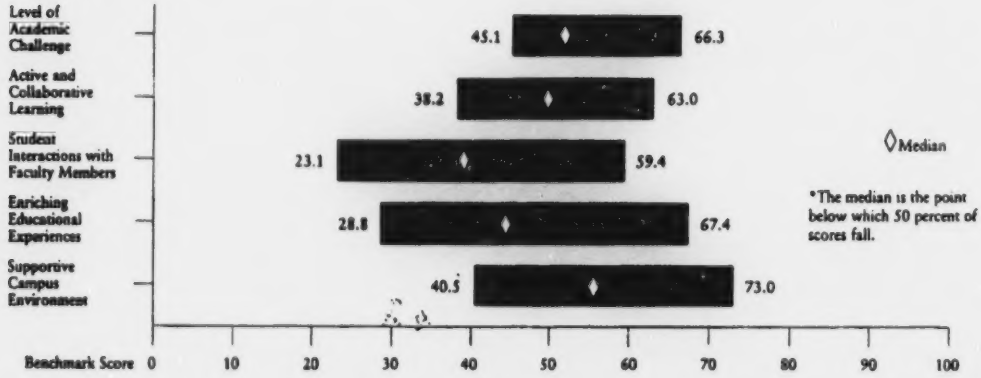
1. Four-year colleges and universities differ considerably in terms of the quality of the undergraduate experience they offer and their expectations for student performance.

The great variability in the nature of the student experience can be seen in Figure 2. Looking at the highest- and lowest-scoring institutions on the benchmarks for both first-year and senior students, the differences range from 21 points on the 100-point scale for academic challenge for seniors to 43 points on the enriching educational experiences scale for first-year students. On the student–faculty interaction benchmark, the school where seniors have the most contact with their teachers scored 59.4; the lowest-scoring school was 23.1. Student focus group data suggest that, on average, seniors attending colleges that score in the top 20% of all the schools in *NSSE 2000* interact with their faculty members beyond the classroom at least monthly. For certain types of contacts, such as getting feedback on academic work, the frequency of contact is greater, perhaps as much as two or three times a month. But at schools in the lowest 20%, such contact is much less, and may be as infrequent as once or twice a semester.

The range on the level of academic challenge benchmark indicates that some schools demand much more of their students than others. This is especially evident in the first year of college, where 24 points—almost a quarter of the scale—separate the most demanding institution from the least demanding. Apparently very different "cultures of expectation" have taken root on college campuses across the country.

Figure 2: Range of Benchmark Scores





Overall, most schools are performing in the middle third of the effective educational practice range. The lone exception is the supportive campus environment benchmark, where the majority of schools score above the midpoint (50) of the scales for both first-year students and seniors, indicating that most students rate their institution favorably. If we were to convert the performance across all five benchmarks to a 10-point scale, most colleges and universities would fall somewhere between 4 and 6. This raises the disturbing prospect that many institutions may be settling for much less than their faculty members and students are capable of achieving.

2. Student engagement in effective educational practices varies between *and* within *institutional sectors and types.*

The differences between types of institutions can readily be seen by comparing the benchmark scores of students from different types of colleges and universities (Figures 5, 6, 8, 9, and 11). Students at the liberal arts and general colleges are generally more engaged than their counterparts at other types of institutions.

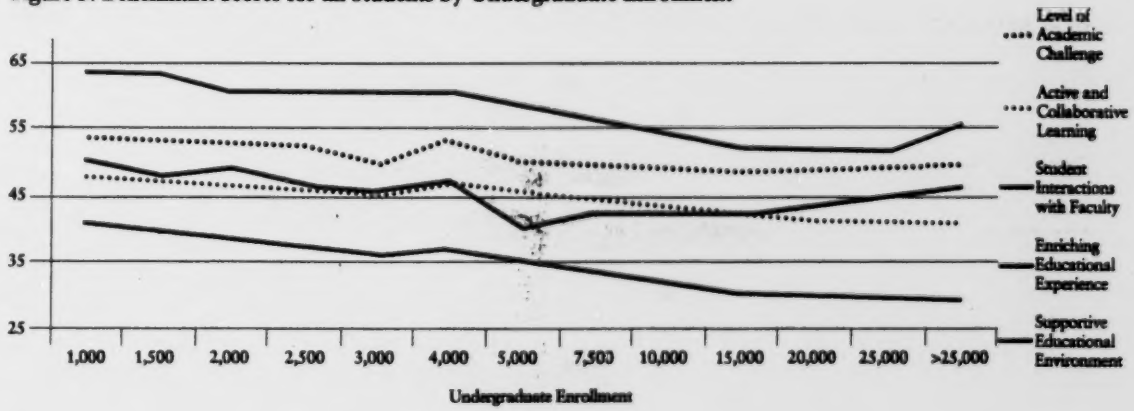
But *within* these various categories of schools, student engagement also varies substantially. For example, as we shall see later, students at public doctoral–extensive universities are more engaged in some areas than their counterparts at other types of public colleges and universities. Thus, the quality of the undergraduate experience at one type of school may or may not differ in meaningful ways from that of another type of school. It all depends on the specific institutions being compared. To illustrate, while general colleges on average outperform doctoral universities in engaging first-year students in active and collaborative learning, there are certain doctoral universities that perform better than the general colleges in this area (Figure 6, page 14).

The master's colleges and universities comprise the largest single category of four-year institutions and also make up the largest number in *NSSE 2000.* They are also the most diverse in terms of mission and size. Some are essentially denominational colleges offering a few master's degrees, while others have dozens of preprofessional undergraduate as well as graduate degrees. The smallest master's institution surveyed has only about 360 students, while the largest enrolls more than 17,000. Thus, it's not surprising that they have the greatest range in scores on more than half the benchmarks for both first-year and senior students.

3. Institutional size is a key factor in student engagement.

Overall, students at smaller colleges are more engaged than their counterparts attending larger institutions. The influence of size can be seen in Figure 3: as a school gets larger, student engagement decreases across the board.

Figure 3: Benchmark Scores for all Students by Undergraduate Enrollment



But this decrease in engagement seen in larger institutions occurs only up to a point; a student body larger than about 15,000 to 20,000 does not seem to have much of an effect, one way or another. This is probably because enrollments are already so high that further increases make little difference regarding the use or impact of effective practices. In fact, level of academic challenge and supportive campus environment scores begin to increase slightly when enrollments rise above 15,000, as do scores for enriching educational experiences when the number of undergraduates exceeds 25,000. However, only the enriching educational experiences score at the largest schools approaches the level of that of students at colleges with 2,000 to 3,000 students. At the same time, as just mentioned, educational practices at both small colleges and large universities vary widely.

To illustrate, Figure 4 presents the same data as Figure 3 but for individual institutions rather than groups of colleges and universities arranged by size. Only three benchmarks are shown, though the basic pattern is the same for the remaining two.

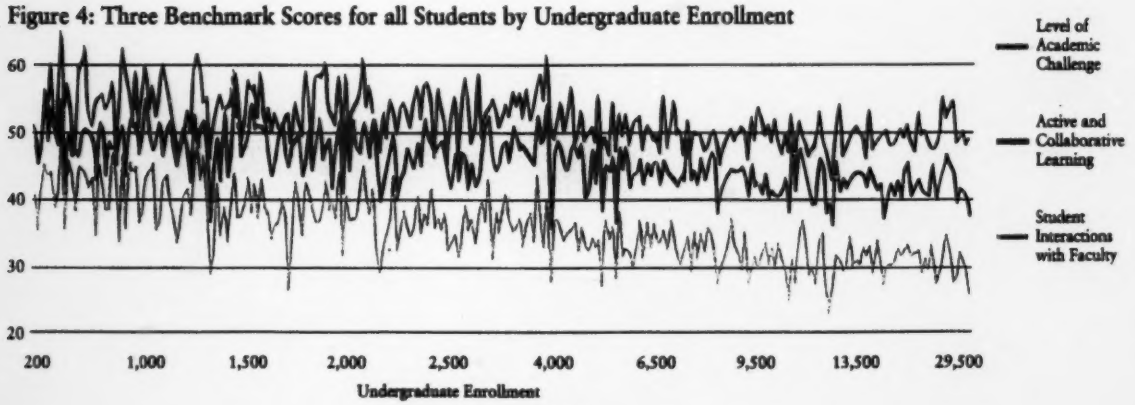
Showing the data in this way reveals substantial swings between schools of similar sizes in terms of academic challenge, active and collaborative learning, and student–faculty interaction. At larger universities, the peaks and valleys in student engagement are smaller, suggesting there is somewhat more homogeneity among them in terms of the student experience. So, while many small schools are very engaging, almost as many are not. Conversely, some large universities can be highly engaging for some students, even though most are not for the typical student. More important, it is still possible for an institution to overcome the factors that inhibit student engagement, such as large size, by introducing programs that involve students more actively in their learning, such as learning communities, one or more small classes in the first year of study, and developmental academic advising.

Examples of effective educational practice can be found in every type of institution—large and small, public and private, more selective and less selective.

4. Every sector includes some institutions that can model effective educational practice for their peers.

Examples of effective educational practice can be found in every type of institution: large and small, public and private, and more selective and less selective. Some schools offer an unusually rich experience for first-year students. The senior year at other institutions seems especially well-organized and educationally robust. At some colleges, students from historically underrepresented groups seem to be more involved in their learning compared with other schools.

Figure 4: Three Benchmark Scores for all Students by Undergraduate Enrollment



We're confident that a great deal can be learned from educationally effective colleges and universities about curricular arrangements and policies and practices that—if appropriately adapted by other institutions—would enhance the quality of undergraduate education overall. At the same time, identifying potential exemplars in a responsible way is a challenge. One approach is to establish a reasonably high threshold of student engagement, such as those falling in the upper 15% to 20% of the distribution on the respective effective educational practice for their particular type of institution. Using this standard, the *NSSE 2000* data show that most high-performing schools stand out in only one or two domains of effective practice. Only a few appear to be exemplary across the board as we shall see later.

5. Some types of students are generally more engaged than others.

For the most part, men and women are comparable in their engagement in effective educational practices. Similarly, students from various racial and ethnic backgrounds do not differ in systematic ways. The few exceptions will be noted later in the discussion of the individual benchmarks beginning on page 11. First-year and senior students differ, though, on all five benchmarks.

First-year students:

- Have done or plan to do a greater number of enriching educational activities, and
- View their campus climate as more supportive.

Seniors:

- Are challenged more academically,
- Interact more frequently with faculty members, and
- Do more active and collaborative learning.

Full-time students are generally more engaged than part-time students. Usually this is because full-time students spend more time on campus, which gives them more opportunities to interact with faculty members and other students and to take advantage of the other resources institutions provide for their learning. In addition, part-time students have other demands on their time. For example, almost half (48%) of part-time students 30 years of age or older devote more than 20 hours per week to caring for dependents. More than two-thirds (68%) work 30 or more hours per week. Obviously, such commitments limit the amount of time these students are able to devote to their studies.

Finally, on most of the benchmarks, students who live on campus and members of fraternities and sororities appear to be more engaged than other students.

The somewhat mixed findings for different types of students suggest that institutions would be wise to discover how various groups of students are performing and target those that may be in need of special attention.

Institutions can overcome the factors that inhibit student engagement, such as large size, by introducing programs that involve students more actively in their learning.

National Benchmarks of Effective Educational Practice

In this section we look more systematically at each of the five areas of effective educational practice and point to differences related to institutional and student characteristics. In some places we identify (with the permission of the institutions) colleges and universities where students scored very high on a given benchmark relative to their peers. We also note those findings that appear most promising and most disappointing with respect to the undergraduate experience as a whole.

Level of Academic Challenge

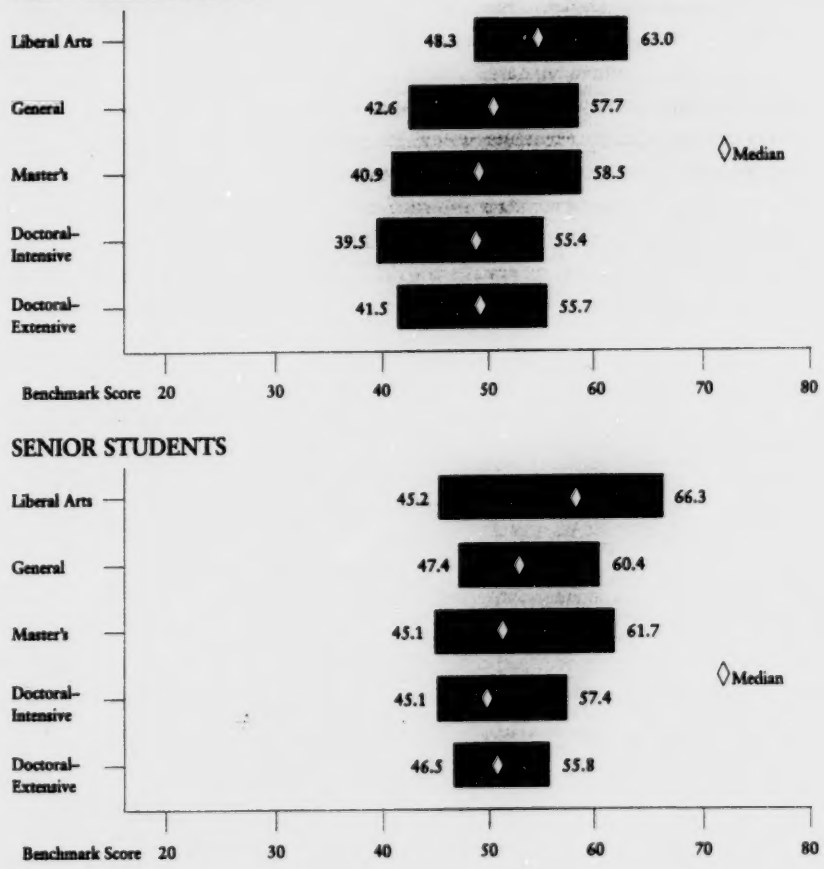
The level of academic challenge presented to students is uneven across colleges and universities, especially for first-year students. Overall, students at liberal arts colleges are challenged more than their counterparts at all other types of schools. However, within the public sector, students at the doctoral–extensive universities spend more time preparing for class and read more assigned material than students at other types of public colleges and universities, except for the few *NSSE 2000* public liberal arts colleges.

But again, there is enough variation within each of the categories so that the combined amount of reading, writing, intellectual challenge, study time, and expected quality of work of, for example, the highest scoring doctoral–extensive university equals or exceeds that of about half of all other types of institutions. American University and the University of Michigan are examples of *NSSE 2000* doctoral–extensive universities where first-year students reported high levels of academic challenge compared with their peers. Similarly, first-year students in the lower third of the liberal arts college distribution are not challenged to any greater degree than their counterparts at master's institutions in the top half of its distribution. To illustrate, while students at Antioch College and Centre College are highly engaged in intellectually challenging activities, setting the standard for the liberal arts colleges in *NSSE 2000*, it is also the case that students at master's institutions such as Regis College and the University of Richmond outperform their counterparts in the lower half of the liberal arts college distribution.

Liberal arts colleges are particularly strong in terms of the amount of required student writing. Some of these institutions appear to be "writing intensive," where students produce a relatively large number of papers and rewrite papers or assignments several times. Of the 40 most writing-intensive colleges and universities for first-year students, 18 are liberal arts colleges. In the senior year, 22 of the 40 most writing-intensive schools are liberal arts colleges (Appendix D). Three schools are writing intensive in both the first year and senior year: Juniata College, Saint Lawrence University, and Ursinus College.

Another subcomponent of academic challenge is the degree to which classes emphasize intellectually challenging activities (synthesis, analysis, judgment, and application) as contrasted with memorization. Students at liberal arts colleges again are overrepresented, comprising more than half of the highest-performing 40 institutions (Appendix E). A few of the schools where both first-year and senior students indicate their classes require more of these kind of mental activities relative to institutions of the same type include Centre College, Columbia College (SC), Medgar Evers College CUNY, Franklin & Marshall College, and Rose-Hulman Institute of Technology.

Figure 5: Level of Academic Challenge: Range of Scores



Promising Findings:

- The majority of students (91%) say they have at least "occasionally" worked harder than they thought they could to meet an instructor's standards.
- Women, African Americans, and Latinos more frequently reported working harder than they thought they could compared with other students.
- Almost four-fifths (79%) of all students say that their institution emphasizes to a substantial extent spending significant amounts of time on studying and academic work.
- Overall, seniors report greater levels of academic challenge than first-year students at almost all types and sizes of institutions. This is to be expected, given their advanced intellectual development, knowledge, and experience.

The majority of students (91%) say they have at least "occasionally" worked harder than they thought they could to meet an instructor's standards.

Disappointing Findings:

- A long-standing convention is that students should spend at least two hours studying outside of class for every hour in class. On average, for a full-time student this would mean about 30 hours per week preparing for class. However, less than 15% of both full-time first-year and senior students come close, spending 26 or more hours. Almost half (47%) spend only between 6 and 15 hours per week, which is one hour or less for every class hour. About 1 in 10 full-time students (9%) spends five or fewer hours per week preparing for class.
- Though more than three-quarters of students perceive that their institution expects them to spend a significant amount of time studying, relatively few do, at least by traditional standards. This points to a mismatch between what many colleges and universities say they want from students and the level of performance for which they actually hold students accountable.

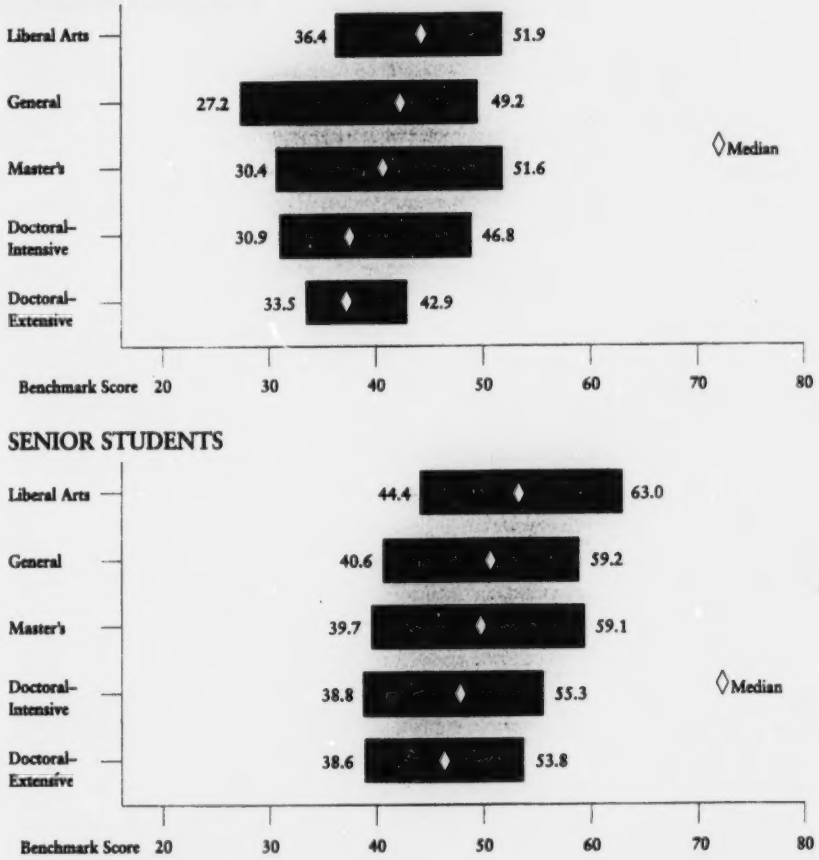
Active and Collaborative Learning

In response to the numerous calls for faculty members to use engaging pedagogy, certain forms of active and collaborative learning—such as collaboration on projects during class—are becoming the norm on college campuses. However, students at large universities are the least involved in these activities. Arguably, these are the very institutions where active and collaborative learning approaches are most needed to compensate for the anonymity and passivity that can characterize large, impersonal learning environments.

The doctorate-granting universities have the lowest median scores, suggesting that a "teaching as telling" instructional style prevails, even in the senior year. The greatest ranges in benchmark scores are at master's colleges and universities and at general colleges. Institutions where both first-year and senior students score in the top 15% of all *NSSE 2000* institutions in active and collaborative learning include California State University Monterey Bay, Columbia College (SC), Eckerd College, Pepperdine University, Regis College, and Rose-Hulman Institute of Technology.

Students at master's colleges and universities more often work with other students on projects during class compared with their counterparts at other types of schools. However, students at the doctoral-extensive universities and liberal arts colleges more frequently collaborate with one another outside of class, which is not surprising given the residential character of most of these institutions that permits students to live and work in close proximity.

Figure 6: Active and Collaborative Learning: Range of Scores



Promising Findings:

- More than 95% of all students at least "occasionally" ask questions in class or contribute to class discussions.
- Part-time and full-time students are similar in terms of participating in class (asking questions, contributing to discussions).
- More than two-fifths (41%) of seniors report doing community work or service learning as part of a class assignment, indicating that this powerful pedagogical approach is becoming integrated into the academic programs of many schools.
- Most students (90%) report collaborating on projects and tasks at least "occasionally," perhaps evidence of the influence of the collaborative learning movement (Figure 7).
- African American and Caucasian students at all types of institutions more frequently ask questions in class.
- Both men and women are equally engaged in most active learning activities, but men do more tutoring than women.
- Women more often discuss ideas from their readings or classes with others outside the class (students, family members, coworkers) and senior women students are more likely to participate in community-based projects as part of a course.

At large universities, where active and collaborative learning approaches may be most needed, students are least involved in collaborative learning activities.

Disappointing Findings:

- Almost a fifth (19%) of first-year students "never" made a class presentation.
- Students at the doctorate-granting universities are the least involved in two in-class active learning activities (asked questions or contributed to discussions, made a class presentation). This may be due, in part, to larger class sizes, which make it more challenging (but not impossible) for the instructor to effectively use such engaging pedagogical approaches.
- Both first-year and senior students at doctoral–extensive institutions do fewer community projects as part of a course than those at master's and baccalaureate–general and liberal arts schools.
- Asian students report less involvement in active and collaborative learning.

Figure 7: Collaborating on Projects in Class: All Students

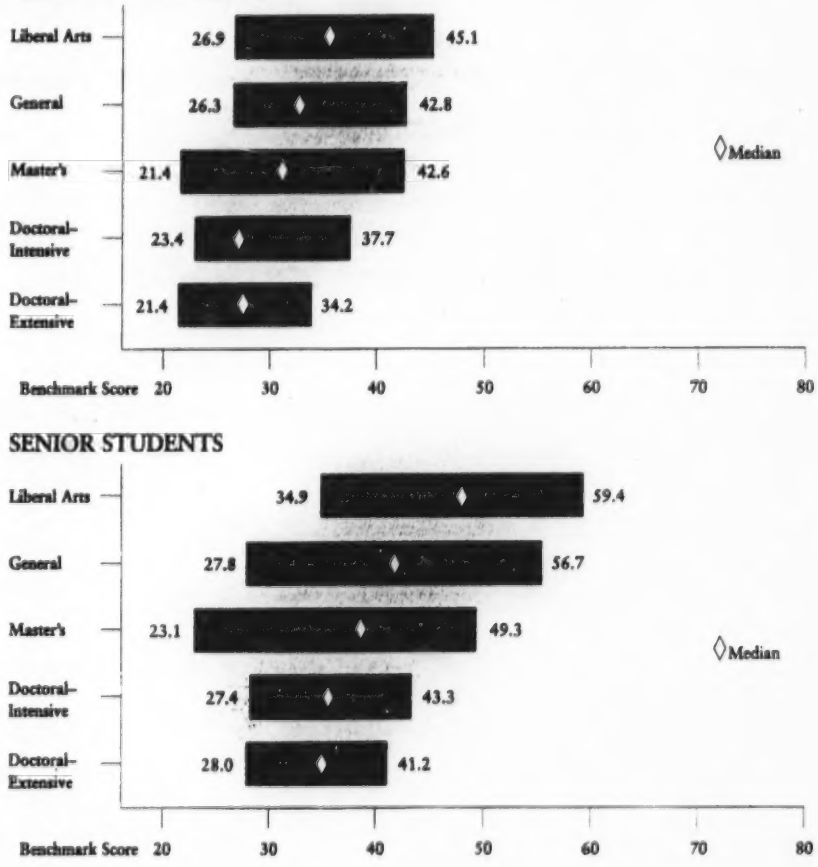
Student Interactions with Faculty Members

Many studies show that substantive interactions between students and faculty members are important to a host of desired outcomes of college. Unfortunately, such interaction does not occur very often. Indeed, across all types of institutions and students, this benchmark score is the lowest of the five. Student–faculty contact is least frequent at doctorate-granting universities and most frequent at liberal arts and general colleges.

Schools such Davis & Elkins College, Marymount College, Seton Hall University, and Wabash College stand out among their peers in terms of frequent student–faculty contact in the first year of college. In the senior year, student–faculty interaction is high in relation to similar types of schools at Columbia College (SC), Elon College, Stillman College, and Sweet Briar College.

The standard for first-year students at many universities is only "occasional" contact (once or twice a month) with faculty members beyond the classroom. It remains to be seen if the amount of student–faculty interaction changes with increased use of electronic communication and virtual delivery systems. In spring 2000, the level was low enough to be worrisome. If student–faculty interaction is as important to student learning and personal development as many research studies and many faculty members say it is, then we should redouble efforts to encourage such contacts.

Figure 8: Student Interactions with Faculty Members: Range of Scores



Promising Findings:

- Almost half (49%) of first-year students and three fifths (62%) of seniors report getting prompt feedback "often" or "very often" from their teachers, perhaps another sign that the "taking teaching and learning seriously" movement is having a positive effect on the quality of undergraduate education.

Disappointing Findings:

- Seniors at doctoral–extensive universities have only, on average, about the same amount of contact with their teachers as do first-year students at liberal arts colleges.
- Given their exceptional faculty resources, we might expect doctoral–extensive universities to lead the pack in terms of students and faculty members working together on research. This is not the case, though, as less than 17% of first-year students at doctoral–extensive universities reported doing so, the lowest percentage of any institutional type. However, more than a third (36%) of seniors at doctoral–extensive universities have this experience, which is comparable to students at doctoral–intensive universities, but still lower than their peers at liberal arts and general colleges.
- At public doctorate-granting universities, 53% percent of first-year students and 35% of seniors "never" discussed ideas from their readings or classes with a faculty member outside the classroom, and 79% of first-year students and 63% of seniors "never" worked with a faculty member in a venue other than classes (e.g., committees).

The standard today for first-year students at many universities is only "occasional" contact (once or twice a month) with faculty members beyond the classroom.

Enriching Educational Experiences

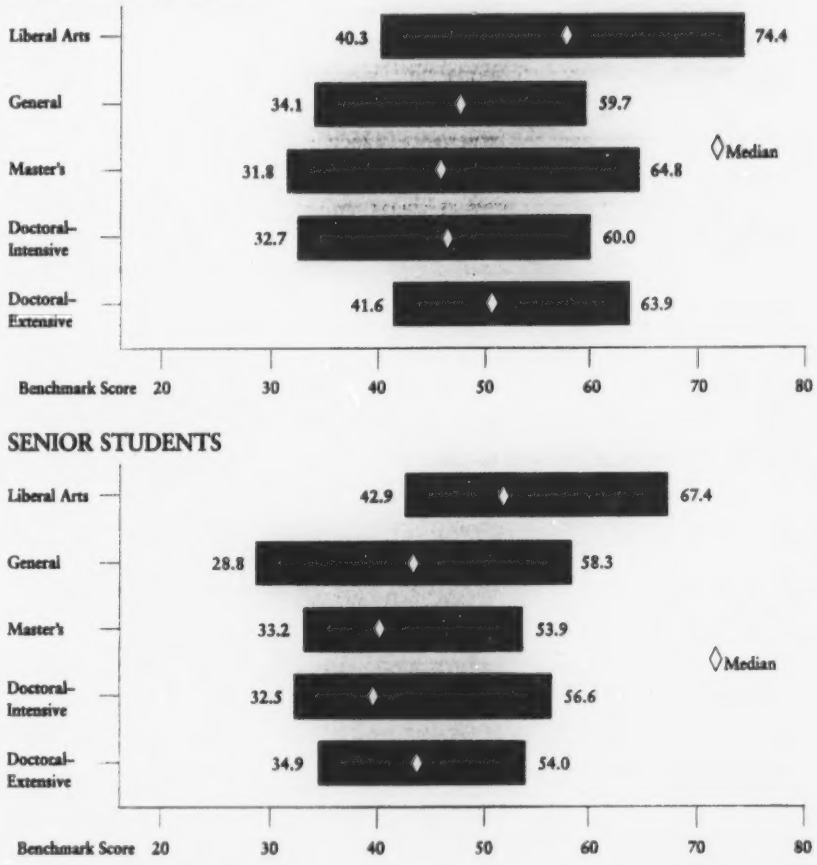
Most students at the majority of colleges and universities participate in one or more learning experiences inside and outside the classroom that enrich their academic programs. Internships are particularly popular, reflecting the value both students and employers place on obtaining practical experience relevant to the major or career while students are still in college.

The percentages of first-year students, across different types of institutions, who say they will take advantage of various opportunities mirror (though at a slightly higher rate) the participation patterns of seniors at those institutions. For example, more students at liberal arts colleges take foreign language and about twice as many seniors study abroad, which reflects both the educational mission of such schools and the academic interests of students who choose these types of institutions.

Compared with their counterparts at other types of schools, students at doctoral–extensive universities more often use electronic technology to discuss or complete assignments.

First-year students differ from seniors across all types and sizes of institutions in terms of the extent to which they perceive the campus environment encourages contact among diverse students. Several factors may explain the difference between first-year and senior students. More first-year students live on campus, which puts them in close proximity to a diverse population. This is reinforced by the fact that students at doctoral–extensive universities (e.g., Northwestern

Figure 9: Enriching Educational Experiences: Range of Scores



University and Rice University) and liberal arts colleges (e.g., Antioch College and Occidental College) more frequently have serious conversations with students of a different race or ethnicity compared with students at other types of schools. Also, the academic experiences of seniors are concentrated in their major field, which limits opportunities to interact with people with different intellectual interests. In addition, the affinity groups of seniors are well-established and tend to be composed of people with similar interests and values.

Certain schools appear to be "civic-oriented" in that their students are more likely to perform community or volunteer service or have classes in which service is a required component (Appendix F). At Eckerd College, for example, all seniors take a semester-long course that has an off-campus service-learning component.

Promising Findings:

- More than half (55%) of all seniors had a culminating experience of some sort, indicating that colleges and universities are recognizing the importance of some form of capstone or synthesizing activity. More seniors (72%) at liberal arts colleges have such an experience than any other type of school (Figure 10).
- Across all schools, almost three quarters of seniors report having an internship, practicum, or field placement.
- Almost two-thirds (65%) of all students did some form of community service or volunteer work during the current school year, though as reported earlier a somewhat smaller percentage of these experiences were tied to an academic course.
- Compared with their peers at public doctoral–intensive universities and master's colleges and universities, more students at doctoral–extensive universities:
  - did community service or volunteer work,
  - studied foreign language,
  - had a study abroad experience,
  - interacted more frequently with students with different interests and political views and with students from different racial and ethnic backgrounds, and
  - spent more time participating in co-curricular activities.

Disappointing Findings:

- First-year American Indian students score well below other students on this benchmark. However, by the senior year their participation in enriching educational experiences is similar to that of other groups. Perhaps special attention should be given early to these students to help them benefit from taking part in various educational activities.
- Only one doctoral–extensive university is in the top tier of civic-oriented institutions for first-year students and none for seniors (Appendix F).

Figure 10: Percentage of Seniors Who Participated in Educationally Enriching Activities

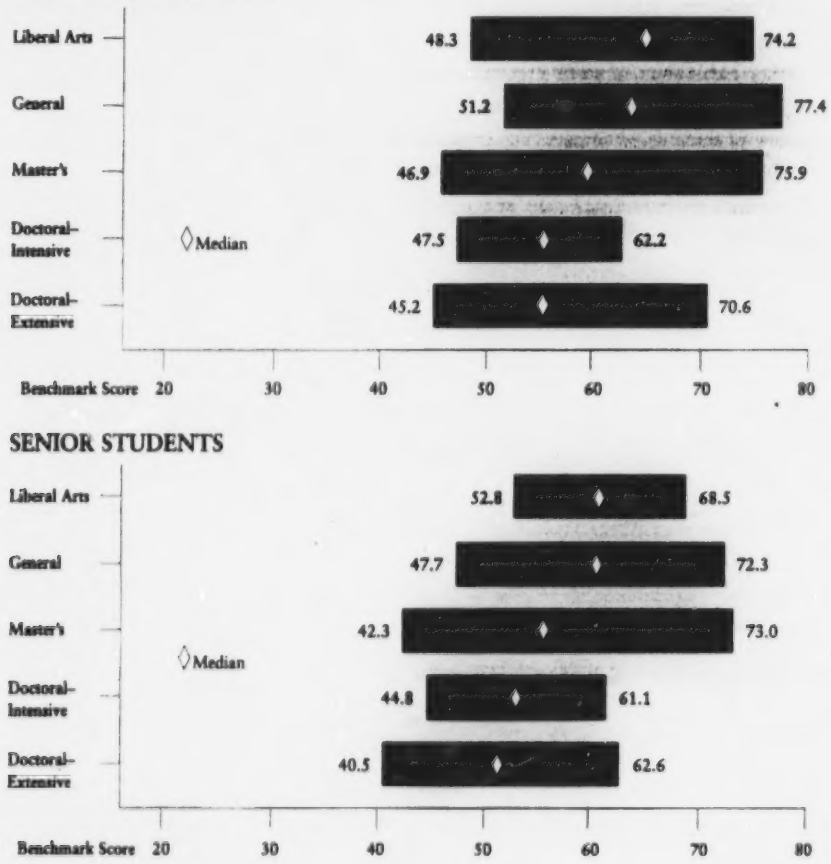
	Doctoral–Extensive	Doctoral–Intensive	Master's	Liberal Arts	General
Community service/volunteer work	62%	56%	61%	74%	66%
Practicum, internship, field experience	73%	72%	73%	75%	74%
Foreign language	45%	35%	38%	64%	36%
Study abroad	16%	13%	13%	33%	14%
Independent study/self-designed major	26%	28%	27%	44%	36%
Culminating senior experience	46%	53%	53%	72%	61%

Supportive Campus Environment

Most students rate their institutions as supportive and responsive, a sign that colleges and universities are making concerted efforts to create welcoming, affirming learning environments for all students. First-year students have more favorable views than seniors. Perhaps this is because of their heightened expectations and idealism and that they have had fewer dealings with the academic bureaucracy (e.g., changing majors, course registration, and so forth). In addition, many institutions have taken seriously the need to smooth the new student transition and have "front-loaded" resources to make the initial weeks and months of college a satisfying as well as educationally sound experience.

Most of the institutions where students are the most pleased with the campus climate have denominational ties, a highly focused mission, or both. Some examples of institutions where first-year and senior students view the campus environment as very supportive are Brigham Young University, Cedarville University, Covenant College, Juniata College, Meredith College, MidAmerica Nazarene University, Rose–Hulman Institute of Technology, and University of the South. All these institutions scored in the top 15% of *NSSE 2000* schools on this benchmark. Of course, many other colleges and universities scored were rated very positively by either their first-year or senior students.

Figure 11: Supportive Campus Environment: Range of Scores



27

Promising Findings:

- Because students at the majority of colleges and universities view their campus environments favorably, most institutions appear to be headed in the right direction in terms of supporting student success. At the same time, some still have a considerable way to go.
- Views of the campus climate generally do not differ systematically by gender.
- First-year Latino students and senior African-American students at doctoral–granting universities perceive the campus environment as being more supportive of their non-academic responsibilities compared with other groups.
- African American seniors at doctoral-granting and master's universities rate administrative personnel and offices more favorably than any other racial or ethnic group.

If some schools can reach high levels of performance, others can, too, because using effective educational practices is not necessarily related to a school's financial resources or other unalterable features.

Disappointing Findings:

- The greatest decline from the first to the senior year in students' favorable views of the campus climate is at doctoral–extensive universities. The educational environments of many of these institutions may be best suited for students who are self-directed, goal-oriented, and intellectually assertive.
- Overall, African American students are less positive about student–student and faculty–student relationships compared with other groups of students. This is particularly the case for African American students at liberal arts colleges. African American first-year students at both liberal arts and general colleges are less positive about the quality of their relationships with administrators and faculty members.

Some Different Ways to Think About an Educationally Effective College or University

Before turning to the implications of this first national attempt to document student engagement, it is worth pondering how the information can inform our thinking and talking about educational effectiveness and collegiate quality. We offer four possibilities to spark the conversation and to encourage experimentation with other potentially instructive approaches.

1. Identifying colleges and universities where students are highly engaged in certain educational practices.

This could be thought of as a "best-in-category" approach, where exemplars for a given educational practice are identified from each of the respective institutional types because of their strong performance. The value of this approach is that it explicitly acknowledges that patterns of student engagement vary across institutions with different missions, academic programs, and student characteristics. Most important, identifying exemplars in this way suggests that if some schools can reach high levels of performance, others can, too, because using effective educational practices is not necessarily related to a school's financial resources or other unalterable features such as size. The display in Appendix G illustrates this approach using *NSSE 2000* results for the level of academic challenge benchmark. Over time, with student engagement data from more schools across multiple years, we will be able to document the stability of the measures, at which point we can be even more confident that schools identified as "strong performers" are, indeed, worthy of emulation. However, at this early stage it is premature to make too much of this. In addition, it would be inappropriate and unfortunate if identifying exemplars so that others can learn from them becomes the basis for another set of "college rankings."

2. Determining if an institution is performing better (or worse) than "expected."

One way to determine institutional effectiveness is to compare what students at a particular school are *predicted* to do in terms of educational activities—given an institution's educational mission, programs, students, and other factors—and what students *actually* do. Schools that score above their predicted scores on one or more benchmarks are presumed to be performing better than expected, thereby adding value to the student experience by engaging students more frequently in educationally effective activities. In this view, a school competes only against itself by determining whether its students are doing better or worse than expected in various areas, all things considered.

3. Estimating an institution's overall effectiveness.

Up to now in this report we have presented the five sets of educational practices as if they were separate and unrelated. At the same time, studies show that what has the greatest impact on student learning is engaging them in a variety of challenging, complementary educational practices that reinforce one another. Perhaps students at some institutions or in some programs are more engaged across the board than their counterparts elsewhere. It is possible to identify potentially "engaging colleges" by establishing a fairly high student engagement threshold, such as first-year and senior students' scores falling in the top 20% on all five benchmarks. Using this approach with *NSSE 2000* data, only four colleges meet this standard: Beloit College, Centre College, Elon College, and Sweet Briar College. Of course, there surely are other "engaging" colleges and universities among the 1,700-plus four-year colleges and universities that have not yet administered the NSSE survey. There are also more than a few additional *NSSE 2000* schools that are within a few points of the threshold, indicating that the quality of the undergraduate experience at these institutions is also very good. Such an approach could also be used by state systems or institutional consortia.

4. Discovering distinctive patterns in the undergraduate experience.

Delving more deeply into the character of various colleges might reveal meaningful insights into the nature and nuances of undergraduate student engagement that merit more in-depth analysis. We offered some examples of this earlier: institutions that are writing-intensive, intellectually challenging, or civic-oriented. Something akin to an institutional Myers-Briggs personality profile could be developed based on these and other specific dimensions of student engagement. Schools that share distinctive patterns might profitably form peer comparison groups for such purposes as program reviews and student learning assessments, as well as for quality assurance and accountability requirements.

Each of these views of educational effectiveness has advantages and limitations, depending on what aspects of collegiate quality an institution or external authority wishes to focus. Taken together, they can help us better understand the undergraduate experience and work toward its improvement, the topic to which we now turn.

Using NSSE 2000 Findings for Improvement and Accountability

The results from the National Survey of Student Engagement (NSSE) have immediate implications for the 276 institutions that participated in *NSSE 2000* and for any four-year college or university committed to improving undergraduate education. Also, the findings will be of interest to such groups as accreditors, state higher education system officials, governing boards, prospective college students, and the media.

Institutional Improvement

All the colleges and universities participating in *NSSE 2000* have their benchmark scores and a customized institutional report including item-by-item comparisons of their students' responses with those at similar types of schools and with the national norms. The next step is to examine NSSE findings along with other institutional data in order to identify areas where teaching and learning can be improved. Toward this end, a school can use its NSSE data to:

- Evaluate the relative strengths and weaknesses of the undergraduate experience.
- Answer campus- and department-specific questions about student learning.
- Focus discussions about the quality of undergraduate education at faculty retreats and governing board meetings.
- Inform internal academic reviews and strategic planning processes.
- Prepare self-studies for accreditation and other external reviews.
- Support student recruitment, alumni and public relations, or fundraising efforts.
- Identify aspects of the student experience needing additional study.
- Look to high-performing schools in certain areas of educational practice to discover what these institutions are doing and how they achieved this high level of performance.
- Use student engagement findings to inform complementary teaching and learning initiatives, such as those sponsored by the local chapter of The Carnegie Academy for the Scholarship of Teaching and Learning and other faculty and staff development activities.

Accountability

Information about student engagement appeals to stakeholders beyond the campus because it serves the public interest. State college and university systems typically rely on input measures and other things that are fairly easy to count, though they are not always related to outcomes. Because NSSE data provide measures that are actually related to learning, state systems could:

- Incorporate NSSE data in their accountability programs.
- Develop campus and statewide estimates of "institutional effectiveness."
- Compare student performance at different types of colleges and universities and academic units.

Accrediting bodies expect colleges and universities to provide evidence of student learning and how institutions are using assessment data to improve. External evaluators could ask that institutions:

- Include student engagement results in self-studies and accreditation reports.
- Use student engagement data to track the impact of institutional improvement efforts and to document student learning.

Public Information

The media has a powerful influence on how people think and talk about collegiate quality. At the same time, news magazines and college guidebooks are criticized for lacking substance and nuance in their descriptions of students' educational experiences. Most emphasize an institution's financial, physical, and human resources, which we know from the research are relevant to student learning *only* if students use them. By including student engagement information, magazines and college guides could:

- Steer the public conversation about collegiate quality toward aspects of colleges and universities that are central to student learning.
- Assist students and parents in the college selection process by providing more accurate and realistic descriptions of campus life and helping them formulate more specific questions to ask college officials about the student experience.

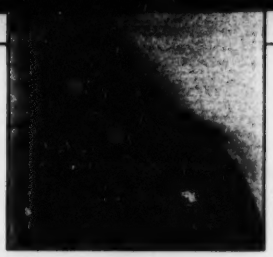
Student engagement information could assist students and parents in the college selection process by providing more accurate and realistic descriptions of campus life.

Conclusion

We close this first national report on student engagement by applauding the leadership shown by the colleges and universities that participated in *NSSE 2000*. Thanks to their courage and commitment, higher education has taken an important step toward learning more about collegiate quality. The next national administration of ***The College Student Report*** is scheduled for February 2001, with more than 320 colleges and universities registered.[7]

Everyone wants the same thing from our colleges and universities—an undergraduate experience that results in high levels of learning and personal development for all students. To realize this goal, key players—presidents, academic and student life administrators, faculty members, and students—must work together to structure learning opportunities and arrange institutional resources so that more students take part in a variety of coherent, challenging, and complementary educational activities, inside and outside the classroom. The good news is that many schools seem to be moving in the right direction in some areas, such as incorporating active and collaborative learning activities and promoting internship and senior capstone experiences. But there's also plenty of room for improvement.

Toward this end, those of us who teach, advise, and support students must clearly articulate what really matters to student learning and consistently use proven educational practices. We must encourage more students to take advantage of the numerous learning opportunities that exist on every campus. And we must systematically measure student engagement and publicly report our progress. The stakes are too high to do anything less.



National Advisory Board

Alexander Astin, Allan M. Cartter Professor and Director, Higher Education Research Institute, University of California, Los Angeles

Douglas Bennett, President, Earlham College

Derek Bok, University Professor, Kennedy School of Government, Harvard University

Molly Broad, President, University of North Carolina

Nancy Cantor, Provost and Executive Vice President for Academic Affairs, University of Michigan, Ann Arbor

Russell Edgerton, Director, The Pew Forum on Undergraduate Learning (Chair)

Thomas Ehrlich, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching (Vice-chair)

Peter Ewell, Senior Associate, National Center for Higher Education Management Systems

Alex Gonzalez, President, California State University–San Marcos

Kay McClenney, Senior Associate, The Pew Forum on Undergraduate Learning

Michael Nettles, Professor of Education and Public Policy, School of Education, University of Michigan

Bill Tyson, President, Morrison & Tyson Communications

Deborah Wadsworth, President, Public Agenda

George Walker, Vice President for Research and Dean of the Graduate School, Indiana University

Robert Zemsky, Professor and Director, Institute for Research on Higher Education, University of Pennsylvania

Technical Advisory Panel

Trudy Banta, Professor and Vice Chancellor for Institutional Improvement and Planning, Indiana University Purdue University Indianapolis

Gary Barnes, Vice President, Program Assessment and Public Service, The University of North Carolina

Emerson Elliott, Director, Program Standards Development Project, National Council for Accreditation of Teacher Education

Peter Ewell, Senior Associate, National Center for Higher Education Management Systems (Chair)

John Gardner, Executive Director, Policy Center on the First Year of College, Brevard College

Sylvia Hurtado, Associate Professor of Higher Education, Center for the Study of Higher Education, University of Michigan

John Kennedy, Director, Center for Survey Research, Indiana University Bloomington

Alexander McCormick, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching

Deborah Teeter, Director, Institutional Research and Planning, University of Kansas

Patrick Terenzini, Professor and Senior Research Scientist, Center for the Study of Higher Education, The Pennsylvania State University

Notes

[1]The NSSE survey instrument, ***The College Student Report***, was designed to focus on key indicators of educational effectiveness. A national group of assessment experts helped design the NSSE questionnaire and oversaw its field testing. It was chaired by Peter Ewell and included Alexander Astin, Gary Barnes, Arthur Chickering, John Gardner, George Kuh, Richard Light, and Ted Marchese, with advice from C. Robert Pace. More information about the development of the instrument and the project design is available at the NSSE project Web site: **www.indiana.edu/~nsse.**

[2]Some highlights from the research literature on good educational practices include:

Astin, A. W. (1977). *Four critical years*. San Francisco: Jossey-Bass.

Astin, A. W. (1985). *Achieving educational excellence: A critical assessment of priorities and practices in higher education*. San Francisco: Jossey-Bass.

Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.

Chickering, A. W., and Gamson, Z. F. (1987). "Seven principles for good practice in undergraduate education." *AAHE Bulletin*, 39(7), 3–7.

Chickering, A. W., and Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.

Education Commission of the States (1995). *Making quality count in undergraduate education*. Denver, CO: Education Commission of the States.

Ewell, P. T., and Jones, D. P. (1993). "Actions matter: The case for indirect measures in assessing higher education's progress on the National Education Goals." *Journal of General Education*, 42, 123–48.

Ewell, P. T., and Jones, D. P. (1996). *Indicators of "good practice" in undergraduate education: A handbook for development and implementation*. Boulder, CO: National Center for Higher Education Management Systems.

Goodsell, A., Maher, M., and Tinto, V. (Eds.) (1992). *Collaborative learning: A sourcebook for higher education*. University Park: National Center on Postsecondary Teaching, Learning and Assessment, The Pennsylvania State University.

Kuh, G. D., Schuh, J. H., Whitt, E. J., and associates (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.

Kuh, G. D., and Vesper, N. (1997). "A comparison of student experiences with good practices in undergraduate education between 1990 and 1994." *Review of Higher Education*, 21, 43–61.

Kuh, G. D., Vesper, N., and Pace, C. R. (1997). "Using process indicators to estimate student gains associated with good practices in undergraduate education." *Research in Higher Education*, 38, 435–454.

Pace, C. R. (1980). "Measuring the quality of student effort." *Current Issues in Higher Education*, 2, 10–16.

Pace, C. R. (1990). *The undergraduates: A report of their activities and college experiences in the 1980s*. Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education.

Pascarella, E. T., and Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

Sorcinelli, M. D. (1991). "Research findings on the seven principles." In A. W. Chickering and Z. F. Gamson (Eds.), *Applying the Seven Principles for Good Practice in Undergraduate Education, New Directions for Teaching and Learning*, 47, 13–25. San Francisco: Jossey-Bass.

The Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, D.C.: U.S. Department of Education.

Wilson, R., Gaff, J., Dienst, R., Wood, L. and Bavry, J. (1975). *College professors and their impact on students*. New York: Wiley-Interscience.

[3]All four-year colleges and universities in the United States were issued an invitation to participate in *NSSE 2000*. The inaugural administration was oversubscribed in that the program called for only 250 institutions to participate annually. The sample for *NSSE 2000* was comprised of 151,905 first-year and senior students who were randomly selected from data files provided by the 276 participating four-year colleges and universities. As a group, these schools are comparable in most respects to the universe of all four-year colleges and universities. The source of the comparative data is the 1997 Integrated Postsecondary Education Data System (IPEDS) database, the most recent complete data file available. More information about the characteristics of *NSSE 2000* students and a list of participating institutions is available in the *NSSE 2000* Overview found on the NSSE Web site, **www.indiana.edu/~nsse.**

Students at the majority of colleges and universities (n=223) could respond either via a traditional paper questionnaire or the World Wide Web. Fifty-three (53) schools opted to be Web-only institutions, where all contacts with students were electronic and students completed ***The College Student Report*** on the Web. The sampling procedures call for an equal number of first-year and senior students to be sent the survey with the standard sample size determined by the number of undergraduate students enrolled at the institution. The overall adjusted response rate was 42%, with 30,549 first-year students (49%) and 32,864 senior students (51%) responding. These numbers do not include some 45,000 additional students who were part of an oversampling strategy used at some institutions. Oversampling was done at Web-only institutions and at schools that requested more of their students be surveyed than dictated by the NSSE sampling strategy, which is determined by institutional size. Two Web-only institutions that originally were included were dropped from the *NSSE 2000* program due to technical problems that prevented their students from responding via the Web. A technical report including additional information about the *NSSE 2000* survey design, response rates, respondent characteristics, and psychometric properties of ***The College Student Report*** will be available in a few months. A two-year college version of the NSSE instrument is being developed at The University of Texas at Austin with the support of The Pew Charitable Trusts.

[4]For succinct, substantive summaries of the research supporting the educational value of experience with diversity see:

D. Humphreys, (2000). "The value of campus diversity: The emerging research picture." *College & University Diversity Digest*, 4 (3), 1, 32 and other articles in this issue.

S. Hurtado, J. Milem, A. Clayton-Pederson, and W. Allen (1999). *Enacting Diverse Learning Environments: Improving the Climate For Racial/Ethnic Diversity in Higher Education*. ASHE-ERIC Higher Education Report, No. 8. Washington, D.C.: The George Washington University Graduate School of Education and Human Development.

American Council on Education and American Association of University Professors (2000). *Does diversity make a difference?* Washington, D.C.: American Council on Education and American Association of University Professors.

[5]To equalize institutional benchmarks on 100-point scales, we took the difference between the average of the institution's respondents' scores and the minimum score possible on the benchmark, divided by the maximum possible range on the benchmark, and multiplied by 100. This converts the institution's score into a proportion of the distance it "traveled" toward a perfect score on the benchmark; this proportion was then multiplied by 100. A similar logic was used when summing items with different response sets. For example, to sum the responses to the questions about the number of long papers written during the past year (a 5-point scale) and the extent to which classes emphasize skill of analysis or synthesis (4-point scales), all of which contribute to the academic challenge benchmark, we divided the answer to the writing question by 5 and then multiplied it by 4 to convert it to a 1–4 point scale. Now these two items are on the same scale and can be summed. For the following enriching educational experiences items we recoded the "undecided" category to missing, "yes" to 2, and "no" to 1: internship, community service or volunteer work, foreign language study, study abroad, independent study, and senior experience. We then put all the items in this benchmark on the same scale and summed them. Finally, we put the benchmark on a 100-point scale.

[6]With the large numbers of students and institutions in *NSSE 2000*, many comparisons of items or benchmarks produce a statistically significant difference. The findings featured in this report typically have at least moderate and usually large effect sizes. The effect size indicates the practical significance of the magnitude of the difference between means. It is determined by dividing the mean difference by the standard deviation of the mean of the group with which the type of student or institution is being compared. An effect size between 0.2 to 0.5 is considered small, 0.5 to 0.8 is moderate, and 0.8 and higher is large.

We imposed only a few statistical adjustments in analyzing the data because our goal was to describe the current state of student engagement at four-year colleges and universities. Additional analyses will be conducted to learn more about how and why institutions perform they way they do, taking into account such variables as institutional selectivity, financial resources, and other student characteristics such as major field of study. An adjustment was made to correct for potential response bias at the institutional level in order to make the responses of those who filled out the survey look similar to the profile of students at their institution. The NSSE project draws random samples of students from each institution's populations of first-year students and senior students. As a result, the students selected for *NSSE 2000* strongly resembled each institution's profile. In our analyses of respondents and nonrespondents, respondents from some groups were overrepresented at some institutions (e.g., women) and other groups were underrepresented (e.g., part-time students) when compared against institutional information provided for IPEDS. Thus, a post-stratification weighting algorithm was used to adjust for potential bias in students' responses to ensure that each institution's respondents resembled its student populations of both first-year students and seniors. Specifically, we weighted student respondents on the basis of sex and enrollment status (full time, part time). Since these two variables appear to be important predictors of engagement, these weights should also minimize nonresponse bias.

We also considered weighting for race and ethnicity in addition to sex and enrollment status, but did not because of several difficulties we could not satisfactorily overcome. First, the race and ethnic background categories used on ***The College Student Report*** differ from those used by IPEDS in 1997. For example, the NSSE survey allows students to select multiple identifications, whereas the IPEDS database limits a student to one category. Unlike ***The Report***, IPEDS identifies international students (which the NSSE survey will do in 2001). IPEDS also uses an "unknown" category, which appears to have a different meaning than any parallel grouping of categories that can be distilled from ***The Report*** (where students could check "other" or multiple identifications). Thus, attempts to equate the two "unknown" categories would have to assume that each institution's record-gathering capability and decision rules were compatible with those of ***The Report***. One possibility would be to treat the unknown categories from both sources simply as missing data, but this approach produces a large number of cases to which no weight could be applied. Imputing missing race/ethnicity from ***The Report*** was another option, but this would reduce the accuracy of our estimates.

Despite these challenges, we attempted to weight by race and ethnicity. The six racial and ethnic background categories (African American, Asian or Pacific Islander, Latino, Native American, White, and Unknown) results in 24 different student permutations by race, sex, and enrollment status for first-year students, and another 24 permutations for seniors. The average number of respondents per school is about 230 and respondents are not distributed evenly

throughout these 48 cells; they are concentrated in permutations involving white and full-time students. When we computed these weights, trying various ways to correct the problems mentioned earlier, we concluded that this would result in considerable instability in the computed student weights. This could have the effect of doing more harm than good for many schools. Equally important, student response rates by racial and ethnic group do not differ to an appreciable degree at the national level. Whites are overrepresented by 3.4% and the other groups differ from their IPEDS proportions by approximately 1% or less. Also, student scores on the five benchmarks do not differ in systematic ways by race and ethnicity. Taking into account all these factors, we decided the most prudent course of action was to weight student responses at the institutional level using only sex and enrollment status.

After weighting at the student level, weighted institutional means were computed for all items used to compute benchmarks. Finally, each weighted institutional benchmark was created by summing an institution's weighted scores on all appropriate items. Separate benchmarks were computed for each school to produce the national benchmarks as well as those for sector (public, private) and institutional type as defined by the *2000 Carnegie Classification of Institutions of Higher Education* (Figure 1).

We also adjusted the responses of full-time and part-time students on four items that are a function of the number of classes they are taking. Full-time students have more time to spend on educational activities than part-time students. For this reason, institutions enrolling mostly full-time students almost always score better on various comparisons. To more accurately estimate the engagement of full-time and part-time students, we adjusted the responses to questions pertaining to reading, writing, and hours preparing for class for part-time students to reflect engagement as if they were enrolled full-time. No other adjustments were made for institutional characteristics that might influence the benchmark scores of certain schools or students.

Three institutions (Adams State College, Earlham College, and Wabash College) had only first-year students represented in *NSSE 2000* because their seniors participated in the fall 1999 NSSE pilot. Because seniors could not be surveyed again in spring 2000, these colleges are not represented in the benchmark analyses for seniors.

[7]The goal of the NSSE project is to have "current" student engagement information in the national data base from more than 1,000 four-year colleges and universities. For most institutions this will mean administering the NSSE survey every three or four years to insure that their data reflect the experiences of currently enrolled students. Some schools will use the survey more frequently because of local assessment needs. For more information about administering the NSSE survey in the future or for additional information about the project visit the NSSE Web site: **www.indiana.edu/~nsse**.

Appendices

Appendix A

List of NSSE 2000 *Colleges and Universities*

DOCTORAL/RESEARCH UNIVERSITIES–EXTENSIVE

American University
Brigham Young University
Catholic University of America
Georgia Institute of Technology
Indiana University Bloomington
Iowa State University
Kent State University
Loyola University Chicago
Michigan State University
New Mexico State University
Northern Illinois University
Northwestern University
Ohio University
Oklahoma State University
Oregon State University
Rice University
State University of New York at Buffalo
State University of New York at Stony Brook
Syracuse University
Temple University
The Ohio State University
The Pennsylvania State University
The University of Texas at Austin
Tulane University
University of Alabama at Birmingham
University of Arkansas
University of California, Santa Cruz
University of Colorado at Boulder
University of Florida
University of Hawaii at Manoa
University of Idaho
University of Iowa
University of Maryland, Baltimore County
University of Maryland, College Park
University of Massachusetts Amherst
University of Michigan, Ann Arbor
University of Mississippi
University of Missouri—Columbia
University of New Mexico
University of Pittsburgh
University of Utah
University of Virginia
University of Wyoming
Virginia Commonwealth University
Washington State University
West Virginia University

DOCTORAL/RESEARCH UNIVERSITIES–INTENSIVE

Adelphi University
Bowling Green State University
Clark University
Drexel University
George Mason University
Indiana University Purdue University Indianapolis
Miami University
North Dakota State University
Pepperdine University
Polytechnic University
Seton Hall University
South Dakota State University
State University of New York College of Environmental Science and Forestry
The University of Texas at Dallas
The University of Texas at El Paso
University of Massachusetts Boston
University of Massachusetts Lowell
University of Missouri—Kansas City
University of Missouri—St. Louis
University of Montana
University of North Dakota
University of South Dakota

MASTER'S COLLEGES AND UNIVERSITIES

Abilene Christian University
Adams State College
Alaska Pacific University
Appalachian State University
Aurora University
Austin Peay State University
Baker University
Baruch College of the City University of New York
Boise State University
Brenau University
Brooklyn College of the City University of New York
Butler University
California State University, Bakersfield
California State University, Los Angeles
California State University, San Bernardino
California State University, San Marcos
Canisius College
City College of the City University of New York
College of Charleston
College of Notre Dame of Maryland
College of St. Catherine
College of St. Scholastica
College of Staten Island of the City University of New York
Columbia College Chicago
Concordia University (NE)
Dominican University
Drake University
Eastern College
Eastern Kentucky University
Edgewood College
Elon College
Framingham State College
Georgia College & State University
Georgia Southwestern State University
Holy Family College
Hunter College of the City University of New York
Indiana University Northwest
Indiana University Southeast
Indiana Wesleyan University
Kean University
La Salle University
Lehman College of the City University of New York
Lewis University
Longwood College
Loyola College in Maryland
Loyola University New Orleans
Madonna University
Marshall University
Marywood University
Meredith College
MidAmerica Nazarene University
Monmouth University
Montclair State University
Moorhead State University
Morehead State University
Mount Mary College
North Central College
Northeastern Illinois University
Northern Michigan University
Northwestern State University of Louisiana
Norwich University
Olivet Nazarene University
Our Lady of the Lake University
Pacific Lutheran University
Pfeiffer University
Point Loma Nazarene University
Queens College of the City University of New York
Radford University
Regis College
Rockhurst University
Sacred Heart University
St. Edward's University
Saint Francis College
Saint Michael's College
Saint Xavier University
Salisbury State University
Samford University

Santa Clara University
Seattle Pacific University
Slippery Rock University
Southern Arkansas University
Southern Illinois University Edwardsville
Southwest Texas State University
Suffolk University
The College of New Jersey
The University of Texas at Brownsville
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Texas of the Permian Basin
The University of Texas—Pan American
The William Paterson University of New Jersey
Towson University
Truman State University
University of Central Arkansas
University of Dubuque
University of Maryland Eastern Shore
University of Massachusetts Dartmouth
University of Minnesota Duluth
University of North Carolina at Wilmington
University of Richmond
University of Southern Indiana
University of Wisconsin—Green Bay
University of Wisconsin—La Crosse
University of Wisconsin—Stout
Ursuline College
Waynesburg College
Weber State University
William Carey College
York College of Pennsylvania

BACCALAUREATE COLLEGES–LIBERAL ARTS

Albertson College of Idaho
Antioch College
Beloit College
Bucknell University
California State University, Monterey Bay
Centre College
Colgate University
College of Wooster
Connecticut College
Denison University
DePauw University
Earlham College
Eckerd College
Evergreen State College
Franklin & Marshall College
Franklin Pierce College
Gordon College
Goucher College
Gustavus Adolphus College
Hampden–Sydney College
Hastings College
Houghton College
Judson College (AL)
Juniata College
Lafayette College
Lake Forest College
Lawrence University
Lees–McRae College
Macalester College
Marymount Manhattan College
Nebraska Wesleyan University
Occidental College
Ohio Wesleyan University
Presbyterian College
Randolph–Macon Woman's College
Richard Stockton College of New Jersey
Roanoke College
St. Lawrence University
Saint Vincent College
Salem College
Spelman College
Susquehanna University
Sweet Briar College
University of North Carolina at Asheville
University of Puget Sound
University of the South
Ursinus College
Virginia Wesleyan College
Wabash College
Wesleyan College
William Jewell College

BACCALAUREATE COLLEGES–GENERAL

Alvernia College
Asbury College
Augustana College
Barton College
Bloomfield College
Carroll College
Cedar Crest College
Cedarville University
Columbia College
Covenant College
Davis & Elkins College
Elmhurst College
Elmira College
Graceland University
Greenville College
Grove City College
Howard Payne University
Indiana University East
Indiana University Kokomo
John Brown University
Judson College (IL)
Lee University
Marymount College
Medgar Evers College of the City University of New York
Millikin University
Mount Union College
Northland College
Ramapo College of New Jersey
Stillman College
Teikyo Post University
The Ohio State University at Mansfield*
Texas Lutheran University
Trinity Christian College
Unity College
University of Maine at Farmington
University of the Ozarks
Wartburg College
West Virginia University Institute of Technology
Wilmington College
York College of the City University of New York

* This institution is classified as a baccalaureate/associate college, but was assigned to the general college category for this report.

SPECIALIZED 4-YR INSTITUTIONS

Circleville Bible College
Harris–Stowe State College
John Jay College of Criminal Justice of the City University of New York
Laboratory Institute of Merchandising
New York City Technical College of the City University of New York
Rhode Island School of Design
Rose–Hulman Institute of Technology

Appendix B

Student Responses to Benchmark Questions from *The College Student Report*

Each benchmark represents an important facet of good educational practice. The psychometric and conceptual integrity of the items from the *NSSE 2000* report making up the benchmarks were evaluated to assure that they were sound. The reliability coefficient (Cronbach's alpha) represents the degree to which the items contributing to the benchmark consistently measure the same thing across respondents. Additional information about the psychometric properties of ***The College Student Report*** is provided by G. Kuh (2000), *The National Survey of Student Engagement: Conceptual framework and overview of psychometric properties*. Bloomington, IN: Center for Postsecondary Research and Planning, Indiana University School of Education. This document can be obtained at www.indiana.edu/~nsse.

Level of Academic Challenge

(10 Items) Alpha reliability = .72

	First-year Students		Seniors	
	Number	Percent	Number	Percent
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)				
5 or fewer hrs./wk.	2,953	9.8	3,558	10.8
6–10 hrs./wk.	7,548	24.8	8,249	25.2
11–15 hrs./wk.	6,955	22.8	6,891	21.1
16–20 hrs./wk.	5,690	18.7	5,610	17.2
21–25 hrs./wk.	3,603	11.8	3,661	11.2
26–30 hrs./wk.	2,168	7.1	2,398	7.3
More than 30 hrs./wk.	1,533	5.0	2,339	7.2
Total	30,450	100.0	32,706	100.0
Number of assigned textbooks, books, or book-length packs of course readings				
None	157	0.5	275	0.9
Fewer than 5	3,592	11.9	6,024	18.6
Between 5 and 10	11,029	36.5	11,800	36.5
Between 11 and 20	10,494	34.8	8,929	27.6
More than 20	4,918	16.3	5,293	16.4
Total	30,190	100.0	32,321	100.0
Number of written papers or reports of 20 pages or more				
None	24,981	83.0	15,188	47.2
Fewer than 5	4,046	13.4	13,748	42.7
Between 5 and 10	599	2.0	2,376	7.4
Between 11 and 20	217	0.7	563	1.8
More than 20	273	0.9	328	1.0
Total	30,116	100.0	32,203	100.0
Number of written papers or reports of fewer than 20 pages				
None	427	1.4	803	2.5
Fewer than 5	4,215	14.0	7,759	24.1
Between 5 and 10	9,088	30.2	9,317	28.9
Between 11 and 20	10,227	33.9	8,123	25.2
More than 20	6,190	20.5	6,250	19.4
Total	30,147	100.0	32,252	100.0
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory				
Very Little	1,223	4.1	1,002	3.1
Some	7,627	25.0	6,131	18.7
Quite a bit	13,597	44.6	14,344	43.8
Very much	8,025	26.3	11,278	34.4
Total	30,472	100.0	32,755	100.0
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences				
Very Little	3,190	10.5	2,608	8.0
Some	11,018	36.2	9,379	28.7
Quite a bit	10,678	35.1	12,088	37.0
Very much	5,549	18.2	8,634	26.4
Total	30,435	100.0	32,709	100.0
Coursework emphasizes: Making judgments about the value of information, arguments, or methods				
Very Little	4,133	13.6	4,007	12.3
Some	10,955	36.0	9,947	30.4
Quite a bit	10,277	33.8	10,960	33.5
Very much	5,040	16.6	7,776	23.8
Total	30,405	100.0	32,690	100.0
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations				
Very Little	2,529	8.3	2,050	6.3
Some	9,091	29.9	7,355	22.5
Quite a bit	11,154	36.7	11,409	34.9
Very much	7,652	25.1	11,873	36.3
Total	30,426	100.0	32,687	100.0
Worked harder than you thought you could to meet an instructor's standards or expectations				
Never	2,984	9.8	2,412	7.4
Occasionally	11,616	38.2	12,283	37.5
Often	11,219	36.9	12,462	38.1
Very Often	4,609	15.1	5,568	17.0
Total	30,428	100.0	32,725	100.0
Campus environment emphasizes: Spending significant amounts of time studying and on academic work				
Very Little	836	2.8	1,002	3.1
Some	5,340	17.5	5,964	18.2
Quite a Bit	13,054	42.9	13,721	41.9
Very Much	11,221	36.8	12,051	36.8
Total	30,451	100.0	32,738	100.0

Active and Collaborative Learning

(7 Items) Alpha reliability = .66

	First-year Students		Seniors	
	Number	Percent	Number	Percent
Asked questions in class or contributed to class discussions				
Never	1,075	3.5	587	1.8
Occasionally	12,512	41.0	9,412	28.7
Often	9,944	32.6	10,357	31.6
Very Often	6,971	22.9	12,446	37.9
Total	30,502	100.0	32,802	100.0
Made a class presentation				
Never	5,750	18.9	1,447	4.4
Occasionally	16,484	54.3	12,340	37.8
Often	6,253	20.6	11,603	35.5
Very Often	1,869	6.2	7,302	22.3
Total	30,356	100.0	32,692	100.0
Worked with other students on projects during class				
Never	3,082	10.1	2,962	9.1
Occasionally	14,527	47.7	15,014	45.9
Often	9,929	32.6	10,386	31.7
Very Often	2,931	9.6	4,378	13.4
Total	30,469	100.0	32,740	100.0
Worked with classmates outside of class to prepare class assignments				
Never	4,050	13.3	2,192	6.7
Occasionally	13,914	45.6	12,129	37.0
Often	9,236	30.3	11,372	34.7
Very Often	3,281	10.8	7,066	21.6
Total	30,481	100.0	32,759	100.0
Tutored or taught other students				
Never	14,484	47.6	12,640	38.7
Occasionally	12,063	39.7	13,614	41.7
Often	2,898	9.5	4,091	12.5
Very Often	981	3.2	2,311	7.1
Total	30,426	100.0	32,656	100.0
Participated in a community-based project as part of a regular course				
Never	22,450	73.8	19,221	58.7
Occasionally	5,944	19.5	9,512	29.1
Often	1,507	4.9	2,696	8.2
Very Often	540	1.8	1,312	4.0
Total	30,441	100.0	32,741	100.0
Discussed ideas from your reading or classes with others outside of class (students, family members, coworkers, etc.)				
Never	1,861	6.1	1,202	3.7
Occasionally	10,808	35.5	10,221	31.2
Often	11,196	36.7	12,759	38.9
Very Often	6,620	21.7	8,605	26.3
Total	30,485	100.0	32,787	100.0

Student Interactions with Faculty Members

(6 Items) Alpha reliability = .75

	First-year Students		Seniors	
	Number	Percent	Number	Percent
Discussed grades or assignments with an instructor				
Never	2,269	7.5	1,461	4.5
Occasionally	15,078	49.4	14,497	44.2
Often	9,683	31.7	11,400	34.8
Very Often	3,473	11.4	5,421	16.5
Total	30,503	100.0	32,779	100.0
Talked about career plans with a faculty member or advisor				
Never	6,975	22.9	4,838	14.7
Occasionally	15,747	51.6	15,006	45.7
Often	5,845	19.1	8,511	25.9
Very Often	1,941	6.4	4,466	13.6
Total	30,508	100.0	32,821	100.0
Discussed ideas from your reading or classes with faculty members outside of class				
Never	13,881	45.5	9,432	28.8
Occasionally	12,542	41.1	16,260	49.6
Often	3,158	10.4	5,200	15.9
Very Often	905	3.0	1,902	5.8
Total	30,486	100.0	32,794	100.0
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)				
Never	21,442	70.3	18,227	55.6
Occasionally	6,558	21.5	9,227	28.1
Often	1,730	5.7	3,489	10.6
Very Often	752	2.5	1,843	5.6
Total	30,482	100.0	32,786	100.0
Received prompt feedback from faculty on your academic performance				
Never	3,383	11.1	1,849	5.7
Occasionally	12,264	40.3	10,755	32.9
Often	11,474	37.7	15,045	46.0
Very Often	3,299	10.9	5,061	15.5
Total	30,420	100.0	32,710	100.0
Worked with a faculty member on a research project				
Never	23,703	77.9	20,185	61.6
Occasionally	5,258	17.3	7,889	24.1
Often	1,162	3.8	2,945	9.0
Very Often	315	1.0	1,726	5.3
Total	30,438	100.0	32,745	100.0

Enriching Educational Experiences

(11 Items) Alpha reliability = .62

	First-year Students Number	Percent	Seniors Number	Percent
Participating in co-curricular activities (organizations, publications, student government, sports, etc.)				
5 or fewer hrs./wk.	17,620	59.2	20,452	64.1
6–10 hrs./wk.	5,954	20.0	5,465	17.1
11–15 hrs./wk.	2,789	9.4	2,503	7.8
16–20 hrs./wk.	1,559	5.2	1,552	4.9
21–25 hrs./wk.	878	3.0	850	2.7
26–30 hrs./wk.	481	1.6	508	1.6
More than 30 hrs./wk.	490	1.6	600	1.9
Total	29,771	100.0	31,930	100.0
Practicum, internship, field experience, co-op experience, or clinical assignment				
Undecided	4,270	14.0	1,728	5.3
No	2,319	7.6	6,922	21.2
Yes	23,844	78.4	24,042	73.5
Total	30,433	100.0	32,692	100.0
Community service or volunteer work				
Undecided	5,945	19.5	2,602	7.9
No	3,802	12.5	9,491	29.1
Yes	20,683	68.0	20,566	63.0
Total	30,430	100.0	32,659	100.0
Foreign language coursework				
Undecided	6,047	19.9	1,608	4.9
No	10,880	35.8	17,089	52.4
Yes	13,469	44.3	13,894	42.6
Total	30,396	100.0	32,591	100.0
Study abroad				
Undecided	9,908	32.6	2,162	6.6
No	10,687	35.2	24,985	76.7
Yes	9,784	32.2	5,424	16.7
Total	30,379	100.0	32,571	100.0
Independent study or self-designed major				
Undecided	10,054	33.1	2,225	6.8
No	15,456	50.9	20,535	63.0
Yes	4,843	16.0	9,832	30.2
Total	30,353	100.0	32,592	100.0

	First-year Students Number	Percent	Seniors Number	Percent
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)				
Undecided	13,038	42.9	2,931	8.9
No	5,200	17.1	11,751	36.0
Yes	12,155	40.0	17,952	55.0
Total	30,393	100.0	32,634	100.0
Had serious conversations with students with religious beliefs, political opinions, or personal values very different from yours				
Never	4,924	16.2	4,711	14.4
Occasionally	11,194	36.7	13,275	40.5
Often	8,244	27.0	8,793	26.8
Very Often	6,118	20.1	6,001	18.3
Total	30,480	100.0	32,780	100.0
Had serious conversations with students of a different race or ethnicity than your own				
Never	5,184	17.0	4,888	14.9
Occasionally	10,876	35.7	12,872	39.3
Often	7,524	24.7	8,132	24.8
Very Often	6,904	22.6	6,892	21.0
Total	30,488	100.0	32,784	100.0
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment				
Never	9,569	31.4	8,905	27.2
Occasionally	10,730	35.2	12,320	37.6
Often	6,264	20.5	6,778	20.7
Very Often	3,935	12.9	4,773	14.6
Total	30,498	100.0	32,776	100.0
Campus environment emphasizes: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds				
Very Little	5,711	18.8	8,219	25.2
Some	10,128	33.3	11,878	36.4
Quite a Bit	8,392	27.6	7,640	23.4
Very Much	6,152	20.3	4,896	15.0
Total	30,383	100.0	32,633	100.0

Supportive Campus Environment

(6 Items) Alpha reliability = .79

	First-year Students		Seniors	
	Number	Percent	Number	Percent
Campus environment emphasizes: Providing the support you need to help you succeed academically				
Very Little	1,503	4.9	2,511	7.7
Some	6,858	22.5	9,013	27.5
Quite a Bit	12,467	41.0	12,932	39.5
Very Much	9,608	31.6	8,266	25.3
Total	30,436	100.0	32,722	100.0
Campus environment emphasizes: Helping you cope with your nonacademic responsibilities (work, family, etc.)				
Very Little	9,567	31.5	13,871	42.5
Some	11,669	38.4	11,486	35.2
Quite a Bit	6,039	19.9	4,918	15.1
Very Much	3,105	10.2	2,383	7.3
Total	30,380	100.0	32,658	100.0
Campus environment emphasizes: Providing the support you need to thrive socially				
Very Little	6,259	20.6	10,091	30.9
Some	10,964	36.1	12,118	37.1
Quite a Bit	8,616	28.3	7,127	21.8
Very Much	4,554	15.0	3,325	10.2
Total	30,393	100.0	32,661	100.0
Quality of relationships with other students				
Unfriendly, Unsupportive, Sense of Alienation				
1	343	1.1	329	1.0
2	894	2.9	966	3.0
3	1,719	5.7	1,871	5.7
4	3,495	11.5	4,043	12.4
5	5,731	18.9	6,624	20.3
6	10,923	35.9	11,273	34.5
7	7,296	24.0	7,593	23.2
Friendly, Supportive, Sense of Belonging				
Total	30,401	100.0	32,699	100.0

	First-year Students		Seniors	
	Number	Percent	Number	Percent
Quality of relationships with faculty members				
Unavailable, Unhelpful, Unsympathetic				
1	300	1.0	354	1.1
2	868	2.9	994	3.0
3	1,944	6.4	1,902	5.8
4	4,990	16.4	4,143	12.7
5	7,803	25.7	7,259	22.2
6	9,744	32.0	11,166	34.2
7	4,741	15.6	6,880	21.0
Available, Helpful, Sympathetic				
Total	30,390	100.0	32,698	100.0
Quality of relationships with administrative personnel and offices				
Unhelpful, Inconsiderate, Rigid				
1	1,115	3.7	2,255	6.9
2	2,152	7.1	3,381	10.4
3	3,505	11.5	4,394	13.5
4	7,184	23.7	6,948	21.3
5	7,181	23.7	6,651	20.4
6	6,183	20.4	5,887	18.0
7	3,035	10.0	3,128	9.6
Helpful, Considerate, Flexible				
Total	30,355	100.0	32,644	100.0

Appendix C

NSSE 2000 National Benchmark Percentiles and Statistics

These tables present the range of institutional scores by percentile and measures of central tendency for the five effective educational practice benchmarks for both first-year and senior students. On the percentile tables, the score at 0% indicates the lowest institutional mean score on the benchmark. The score at 100% is the highest institutional mean score. For example, if a school's mean score is equal to the 70th percentile, this indicates that they scored above 70% of the 276 institutions that participated in *NSSE 2000* on this benchmark. Likewise, if their score is at the 20th percentile, they scored higher than 20% of the *NSSE 2000* institutions on this benchmark.

National Benchmark Percentiles[1]

First-year Students

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	39.5	44.8	46.1	47.3	48.5	49.7	50.9	52.3	54.2	56.3	63.0
Active and Collaborative Learning	27.2	35.4	36.7	37.9	39.4	40.7	41.9	43.3	45.0	47.2	52.0
Student Interactions with Faculty Members	21.4	25.3	27.1	28.5	29.6	31.1	32.0	33.3	35.2	37.6	45.1
Enriching Educational Experiences	31.8	40.4	43.0	44.8	47.0	48.7	50.9	52.9	55.4	59.5	74.4
Supportive Campus Environment	45.2	52.0	54.6	56.5	58.2	59.7	61.2	63.1	64.8	67.1	77.4

National Benchmark Statistics

First-year Students

	Mean	Median	Standard Deviation	Range	Minimum	Maximum
Level of Academic Challenge	50.2	49.7	4.5	23.5	39.5	63.0
Active and Collaborative Learning	40.9	40.7	4.5	24.8	27.2	52.0
Student Interactions with Faculty Members	31.2	31.1	4.8	23.8	21.4	45.1
Enriching Educational Experiences	49.3	48.7	7.2	42.6	31.8	74.4
Supportive Campus Environment	59.8	59.7	5.9	32.2	45.2	77.4

National Benchmark Percentiles[1]

Senior Students

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	45.1	48.4	49.4	50.2	51.1	52.2	53.3	54.1	56.0	58.7	66.3
Active and Collaborative Learning	38.2	43.8	46.1	47.2	48.4	49.7	50.7	52.0	53.3	55.4	63.0
Student Interactions with Faculty Members	23.1	32.4	34.0	35.6	37.4	39.4	40.6	42.7	44.9	48.5	59.4
Enriching Educational Experiences	28.8	35.9	38.4	39.7	41.2	43.6	45.2	47.1	50.0	52.8	67.4
Supportive Campus Environment	40.5	48.1	51.2	52.9	54.2	55.9	58.0	60.0	62.5	64.7	73.0

National Benchmark Statistics

Senior Students

	Mean	Median	Standard Deviation	Range	Minimum	Maximum
Level of Academic Challenge	52.8	52.2	4.0	21.2	45.1	66.3
Active and Collaborative Learning	49.6	49.7	4.4	24.8	38.2	63.0
Student Interactions with Faculty Members	39.7	39.4	6.3	36.3	23.1	59.4
Enriching Educational Experiences	44.1	43.6	6.6	38.6	28.8	67.4
Supportive Campus Environment	56.4	55.9	6.2	32.5	40.5	73.0

[1]A percentile is the point in a distribution at or below which a given percentage of institutional benchmark scores is found. For example, the 60th percentile is the point at or below which 60 percent of the institutional benchmark scores fall.

Appendix D

Writing-Intensive Colleges and Universities

	First-year Students		Senior Students	
	Top Tier[a]	Bottom Tier	Top Tier	Bottom Tier
Doctoral–Extensive (6)[b]	2	14	1	8
Doctoral–Intensive (4)	3	5	1	4
Master's (16)	10	13	10	21
Liberal Arts (6)	18	0	22	2
General (9)	7	5	5	3

Notes:
[a]Top tier includes the highest-scoring 40 institutions on the four higher-order mental activities items (analyzing, synthesizing, making judgments, and application). The bottom tier includes the lowest-scoring schools. The numbers may not add to 40 for each column, as some schools are not assigned to one of the five institutional types used in this report.

[b]The numbers in parentheses are the expected numbers of each type of institution based on their representation in *NSSE 2000*.

Appendix E

Intellectually Challenging Colleges and Universities

	First-year Students		Senior Students	
	Top Tier[a]	Bottom Tier	Top Tier	Bottom Tier
Doctoral–Extensive (6)[b]	2	5	0	9
Doctoral–Intensive (4)	1	6	1	6
Master's (16)	5	20	9	14
Liberal Arts (6)	27	0	26	1
General (9)	4	6	3	8

Notes:
[a]Top tier includes the highest-scoring 40 institutions on the four higher-order mental activities items (analyzing, synthesizing, making judgments, and application). The bottom tier includes the lowest-scoring schools. The numbers may not add to 40 for each column, as some schools are not assigned to one of the five institutional types used in this report.

[b]The numbers in parentheses are the expected numbers of each type of institution based on their representation in *NSSE 2000*.

Appendix F

Civic-Oriented Colleges and Universities

	First-year Students		Senior Students	
	Top Tier[a]	Bottom Tier	Top Tier	Bottom Tier
Doctoral–Extensive (6)[b]	1	4	0	6
Doctoral–Intensive (4)	2	5	1	6
Master's (16)	15	24	21	21
Liberal Arts (6)	12	0	9	0
General (9)	10	4	9	4

Notes:
[a]Top tier includes the highest-scoring 40 institutions on the four higher-order mental activities items (analyzing, synthesizing, making judgments, and application). The bottom tier includes the lowest-scoring schools. The numbers may not add to 40 for each column, as some schools are not assigned to one of the five institutional types used in this report.

[b]The numbers in parentheses are the expected numbers of each type of institution based on their representation in *NSSE 2000*.

Appendix G

Identifying Potential Exemplars

As discussed in the report, there are different ways to think and talk about educational effectiveness. One way is to determine those institutions at which students perform at a very high level on one or more benchmarks. With this information in hand, other colleges and universities aspiring to engage their students at high levels could turn to these institutions for ideas, especially those with which they have certain features in common, such as size, educational mission, student characteristics, and other factors.

We illustrate how this could be done using *NSSE 2000* results for one benchmark, level of academic challenge. In the absence of data spanning multiple years we are not at this point declaring that these schools are necessarily exemplars to be emulated. At the same time, their students reported being highly engaged in Spring 2000 in these areas.

STRONG PERFORMERS: Academic Challenge[1]

FIRST-YEAR STUDENTS

Liberal Arts Colleges:
Antioch College
Centre College
Denison University
Wabash College

General Colleges:
Columbia College (SC)
Marymount College
Medgar Evers College CUNY

Master's Institutions:
College of Notre Dame of Maryland
Loyola University of Maryland
Regis College
University of Richmond

Doctoral–Intensive Universities:
Polytechnic University
Pepperdine University
Seton Hall University

Doctoral–Extensive Universities:
American University
Indiana University Bloomington
Rice University
University of Michigan, Ann Arbor

Special Mission:
Rhode Island School of Design
Rose-Hulman Institute of Technology

SENIORS

Liberal Arts Colleges:
Antioch College
Centre College
Evergreen State College
Sweet Briar College
Wesleyan College

General Colleges:
Barton College
Columbia College (SC)
Covenant College

Master's Institutions:
College of St. Catherine
Regis College
Saint Michael's College
University of Richmond

Doctoral–Intensive Universities:
Miami University
Pepperdine University
SUNY College of Environmental Science and Forestry

Doctoral–Extensive Universities:
Brigham Young University
Loyola University Chicago
University of Michigan, Ann Arbor
University of Virginia

Note:
[1]The institutions are listed in alphabetical order and scored high on the respective benchmark for schools of their Carnegie 2000 type. A different set of schools might result if institutional scores were adjusted based on institutional selectivity, resources, and other variables.

Appendix H

The College Student Report

Who knows more than you do about the quality of your education? But it's usually administrators, faculty members, and others that make the big decisions about your college. Missing is the student voice – information from people like you about what actually happens inside and outside the classroom and what you think about it. *The College Student Report* takes only about 15 minutes to complete. It's part of a national effort to improve college quality. What you and other students say will also be used to help your school get better. After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox. If you have any questions about the survey, please e-mail help@collegereport.org or call 1-800-676-0390. Thank you!

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following?

	Never	Occasionally	Often	Very Often
Asked questions in class or contributed to class discussions	○	○	○	○
Used e-mail to communicate with an instructor or other students	○	○	○	○
Made a class presentation	○	○	○	○
Rewrote a paper or assignment several times	○	○	○	○
Came to class unprepared	○	○	○	○
Worked with other students on projects **during class**	○	○	○	○
Worked with classmates outside of class to prepare class assignments	○	○	○	○
Tutored or taught other students	○	○	○	○
Participated in a community-based project as part of a regular course	○	○	○	○
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	○	○	○	○
Discussed grades or assignments with an instructor	○	○	○	○

	Never	Occasionally	Often	Very Often
Talked about career plans with a faculty member or advisor	○	○	○	○
Discussed ideas from your reading or classes with faculty members outside of class	○	○	○	○
Received prompt feedback from faculty on your academic performance	○	○	○	○
Worked harder than you thought you could to meet an instructor's standards or expectations	○	○	○	○
Worked with a faculty member on a research project	○	○	○	○
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	○	○	○	○
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	○	○	○	○
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were very different from yours	○	○	○	○
Had serious conversations with students of a different race or ethnicity than your own	○	○	○	○

Mark Reflex® by NCS MM224883-3 654331 Printed in U.S.A.

PLEASE DO NOT WRITE IN THIS AREA

567628

DIRECTIONS: During this current school year, about how much reading and writing did you do?

	More than 20	Between 11 and 20	Between 5 and 10	Fewer than 5	None
Number of assigned textbooks, books, or book-length packs of course readings	○	○	○	○	○
Number of books read on your own (not assigned)	○	○	○	○	○
Number of written papers or reports of **20 pages or more**	○	○	○	○	○
Number of written papers or reports of **fewer than 20 pages**	○	○	○	○	○

Mark the oval that best represents the nature of the examinations you have taken this year at this institution:

Mostly multiple-choice or short-answer ① ② ③ ④ ⑤ ⑥ ⑦ Mostly essay or open-ended problems

During the current school year, to what extent has your coursework emphasized the following mental activities?

	Very Little	Some	Quite a Bit	Very Much
Memorizing facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form	○	○	○	○
Analyzing the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components	○	○	○	○
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	○	○	○	○
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	○	○	○	○
Applying theories or concepts to practical problems or in new situations	○	○	○	○

During the current school year, about how many hours do you spend in a typical week doing each of the following?

	# of hours per week: More than 30 hours/week	26 - 30 hours/week	21 - 25 hours/week	16 - 20 hours/week	11 - 15 hours/week	6 - 10 hours/week	5 or fewer hours/week
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	○	○	○	○	○	○	○
Working for pay **on campus**	○	○	○	○	○	○	○
Working for pay **off campus**	○	○	○	○	○	○	○
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	○	○	○	○	○	○	○
Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)	○	○	○	○	○	○	○
Providing care for dependents living with you (parents, children, spouse, etc.)	○	○	○	○	○	○	○

In thinking about your undergraduate program **as a whole** (including your major or expected major), which of the following have you **done** or **plan to do** before you graduate from this institution? Fill in the oval that best describes your situation.

	Undecided	No	Yes
Practicum, internship, field experience, co-op experience, or clinical assignment	○	○	○
Community service or volunteer work	○	○	○
Interdisciplinary coursework	○	○	○
Foreign language coursework	○	○	○
Study abroad	○	○	○
Independent study or self-designed major	○	○	○
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	○	○	○

EDUCATIONAL AND PERSONAL GROWTH

To what extent has your college education contributed to your knowledge, skills, and personal development in the following areas?

	Very Little	Some	Quite a Bit	Very Much
Acquiring a broad general education	○	○	○	○
Acquiring job or work-related knowledge and skills	○	○	○	○
Writing clearly and effectively	○	○	○	○
Speaking clearly and effectively	○	○	○	○
Thinking critically and analytically	○	○	○	○
Analyzing quantitative problems	○	○	○	○
Using computing and information technology	○	○	○	○
Working effectively with others	○	○	○	○
Voting in elections	○	○	○	○
Learning effectively on your own	○	○	○	○
Understanding yourself	○	○	○	○
Understanding people of other racial and ethnic backgrounds	○	○	○	○
Being honest and truthful	○	○	○	○
Contributing to the welfare of your community	○	○	○	○

OPINIONS ABOUT YOUR SCHOOL

Thinking about your experience at this institution during the current school year, to what extent does your college emphasize each of the following?

	Very Little	Some	Quite a Bit	Very Much
Spending significant amounts of time studying and on academic work	○	○	○	○
Providing the support you need to help you succeed academically.	○	○	○	○
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	○	○	○	○
Helping you cope with your non-academic responsibilities (work, family, etc.)	○	○	○	○
Providing the support you need to thrive socially.	○	○	○	○

Again, thinking about your experience at this institution this year, fill in the oval that best represents the quality of the relationships among people that are typical at this college.

Relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
Relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
Relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible

How would you evaluate your entire educational experience at this institution?

- ○ Excellent
- ○ Good
- ○ Fair
- ○ Poor

If you could start over again, would you go to the same institution you are now attending?

- ○ Definitely yes
- ○ Probably yes
- ○ Probably no
- ○ Definitely no

50

BACKGROUND INFORMATION

Age

- ○ 19 or younger
- ○ 20 - 23
- ○ 24 - 29
- ○ 30 - 39
- ○ 40 - 55
- ○ Over 55

Sex

- ○ Male
- ○ Female

What is your racial or ethnic identification? (Fill in all that apply)

- ○ American Indian or other Native American
- ○ Asian or Pacific Islander
- ○ Black or African American
- ○ White
- ○ Mexican American
- ○ Puerto Rican
- ○ Other Hispanic
- ○ Other: What?

What is your current classification in college?

- ○ Freshman/first-year
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Unclassified

Which of the following types of schools have you attended since high school excluding the one you are attending now? (Fill in all that apply)

- ○ Vocational-technical school
- ○ Community college
- ○ 4-year college other than this one
- ○ None
- ○ Other: What?

Did you begin college at your current institution or elsewhere?

- ○ Started here
- ○ Started elsewhere

How would you characterize your enrollment during the current academic term?

- ○ Full-time
- ○ Almost full-time (3-4 courses/term)
- ○ About half-time (about 2 courses/term)
- ○ Less than half-time (less than 2 courses/term)

Are you a member of a social fraternity or sorority?

- ○ Yes
- ○ No

Which of the following best describes where you are living this year while attending college?

- ○ Dormitory or other campus housing (not fraternity/sorority house)
- ○ Residence (house, apartment, etc.) within **walking distance** of the institution
- ○ Residence (house, apartment, etc.) within **driving distance**
- ○ Fraternity or sorority house

With whom are you living while attending college this year? (Fill in all that apply)

- ○ No one, I live alone
- ○ With one or more roommates who are students attending this college
- ○ With family members (parents, spouse, children, other relatives)
- ○ With others not attending this college

Which of these fields best describes your major, or your expected major? You may indicate more than one if applicable.

- ○ Agriculture
- ○ Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
- ○ Business (accounting, business administration, marketing, management, etc.)
- ○ Communication (speech, journalism, television/radio, etc.)
- ○ Computer and information sciences
- ○ Education
- ○ Engineering
- ○ Ethnic, cultural studies, and area studies
- ○ Foreign languages and literature (French, Spanish, etc.)
- ○ Health-related fields (nursing, physical therapy, health technology, etc.)
- ○ Humanities (English, literature, philosophy, religion, etc.)
- ○ Liberal/general studies
- ○ Mathematics
- ○ Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
- ○ Parks, recreation, leisure studies, sports management
- ○ Physical sciences (physics, chemistry, astronomy, earth science, etc.)
- ○ Public administration (city management, law enforcement, etc.)
- ○ Social sciences (anthropology, economics, history, political science, psychology, sociology, etc.)
- ○ Visual and performing arts (art, music, theater, etc.)
- ○ Undecided
- ○ Other: What?

CONSORTIUM QUESTIONS

1. ⓐ ⓑ ⓒ ⓓ ⓔ	8. ⓐ ⓑ ⓒ ⓓ ⓔ	15. ⓐ ⓑ ⓒ ⓓ ⓔ
2. ⓐ ⓑ ⓒ ⓓ ⓔ	9. ⓐ ⓑ ⓒ ⓓ ⓔ	16. ⓐ ⓑ ⓒ ⓓ ⓔ
3. ⓐ ⓑ ⓒ ⓓ ⓔ	10. ⓐ ⓑ ⓒ ⓓ ⓔ	17. ⓐ ⓑ ⓒ ⓓ ⓔ
4. ⓐ ⓑ ⓒ ⓓ ⓔ	11. ⓐ ⓑ ⓒ ⓓ ⓔ	18. ⓐ ⓑ ⓒ ⓓ ⓔ
5. ⓐ ⓑ ⓒ ⓓ ⓔ	12. ⓐ ⓑ ⓒ ⓓ ⓔ	19. ⓐ ⓑ ⓒ ⓓ ⓔ
6. ⓐ ⓑ ⓒ ⓓ ⓔ	13. ⓐ ⓑ ⓒ ⓓ ⓔ	20. ⓐ ⓑ ⓒ ⓓ ⓔ
7. ⓐ ⓑ ⓒ ⓓ ⓔ	14. ⓐ ⓑ ⓒ ⓓ ⓔ	

Student ID#, if Requested

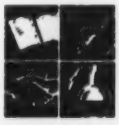
THANK YOU FOR SHARING YOUR VIEWS!

Please put the questionnaire in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox.

This study is supported by a grant from The Pew Charitable Trusts. Questions about the project should be directed to the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington, IN 47405 or nsse@indiana.edu or www.indiana.edu/~nsse. **Copyright pending.**

PLEASE DO NOT WRITE IN THIS AREA

567628



National Survey of Student Engagement

The College Student Report

Indiana University Center for Postsecondary Research and Planning
Ashton Aley Hall 102
1913 East Seventh Street
Bloomington, IN 47405-7510
Phone: 812-856-5824
Fax: 812-856-5150
E-mail: nsse@indiana.edu
Web: www.indiana.edu/~nsse

APR.10.2002 11:03AM ERIC HE

NO.813 P.2

HE034885

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The NSSE 2000 Report: National Benchmarks of Effective Educational Practice	
Author(s): National Survey of Student Engagement	
Corporate Source:	Publication Date: November 2000

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Robert M. Carini	Printed Name/Position/Title: Robert M. Carini, Senior Research Analyst
Organization/Address: National Survey of Student Engagement, Indiana University, Ashton Alex Hall, ste. 104, 1913 East 7th Street, Bloomington, IN 47405	Telephone: (812) 856-5824 FAX: (812) 856-5150
	E-Mail Address: rcarini@indiana.edu Date: April 11, 2002

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	National Survey of Student Engagement
Address:	Ashton Aley Hall, Ste. 102 1913 East 7th Street Bloomington, IN 47405-7510
Price:	$20.00

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:	
Address:	N/A

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Higher Education
One DuPont Circle, NW Suite 630
Washington, DC 20036

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)